# AMERICAN VOCATIONAL Journal

VOLUME 24 • APRIL, 1949 • NUMBER 4

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Chicago Public Schools

IN THIS ISSUE


- Craft Training—Yesterday and Today
- By Plan or Chance?
- Toward Better Teachers
- Atlantic City Convention Hotels

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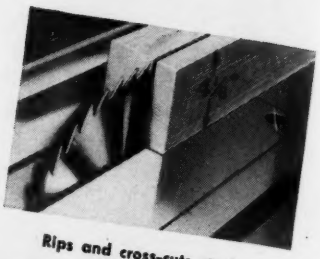

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# AMERICAN VOCATIONAL Journal

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AMERICAN VOCATIONAL ASSOCIATION, INC.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA


## COVER PHOTO

**The Chicago Vocational Schools' Instructor Amiet, formerly Chef at Chicago's noted Palmer House, demonstrates a technique in the culinary art to cooks and assistant cooks from Chicago's restaurants enrolled in the vocational part-time instruction program.**

# INDUSTRIAL ARTS IN EDUCATION . . . *Editorial*

THE industrial arts program by its very nature is unique for the contribution it makes to the individual's particular needs. A few persons have the mistaken idea that industrial arts is only for certain types of pupils, subnormals for example, when the facts and the subject matter itself testify to an infinitely broader application.

The industrial arts program gives recognition to physical and mental changes taking place in the child at every stage of school life and experience and recognizes individual differences, meeting demands for educational and social opportunities and providing opportunities for exploration essential to guidance.

To all pupils the industrial arts program offers an added means of expression and to many the most natural means. Instances have been recorded which show that through this work an appreciation and understanding of some of the abstract subjects have been developed. Through the opportunity for natural expression provided by industrial arts activities, pupils have found a real reason to delve deeper into subjects which might otherwise prove uninteresting.

The Ohio State Prospectus on Industrial Arts includes a descriptive definition: "Industrial Arts is one of the Practical Arts, a form of general, or non-vocational education, which provides learners with experiences, understandings, and appreciations of materials, tools, processes, products, and of the vocational conditions and requirements incident generally to the manufacturing and mechanical industries.

"These results are achieved through design and construction of useful products in laboratories or shops appropriately staffed and equipped, supplemented by readings, investigations, discussions, films, visits, reports, and similar activities characteristic of youthful interests and aptitudes in things industrial."

Certain general objectives applicable to the industrial arts program throughout the school system from grades one to twelve inclusive are listed below.

Industrial arts offers explorational experiences for all students. Students have an opportunity to explore tools, materials, and processes. Through this experience they are given an insight as to the materials with which they might like to work, and they are given an opportunity to explore their abilities and aptitudes in terms of the materials and processes used. In the extensive industrial arts curriculum the boy has an opportunity to explore most of the industrial materials and processes of today.

Industrial arts develops a sense of consumer knowledges and appreciations. Every boy and girl enrolled in our public schools is a consumer of this world's goods. Efficient consumption depends upon being able to select and use the article which offers the most possibilities for the job it is to perform.

Through experiences in industrial arts work pupils learn to operate and use most of the mechanical devices found in and around the home. They learn to make simple repairs and discover their limitations so far as repair work is concerned. This makes for efficient consumption.

Industrial arts work offers an opportunity for personal social trait development. A good way to teach citizenship is to put a pupil in a work atmosphere which is similar to that in which he will find himself upon leaving school. Desirable personal social traits are never developed unless one actually lives in a situation where their development is possible. The informal atmosphere of the shop makes it possible for one to live nearly as life is lived outside the schoolroom.

In connection with industrial arts work a pupil personnel organization can be set up which will permit the development of desirable social traits. Objective means for selecting officers and personnel can be used. A continuous study of trait actions in the shop can facilitate the development of right habits and attitudes toward individuals, toward society, and toward work itself.

Industrial arts gives students common technical knowledges and abilities. We are living in an industrial world. Practically everything we see is based on technical knowledge and information. The industrial arts curriculum is valuable whether the pupil goes on to make a living in the industrial world as a worker or whether he becomes a manager or an executive in this field. Because most of the boys are going to become industrial workers, this phase of the work is invaluable.

Industrial arts offers a basis for guidance and counseling. Through industrial arts the pupil is able to make a self-analysis of his own interests and abilities as shown in various types of shops. In this way he is able to consider his vocational possibilities and to select specific training to develop these potentialities. As a basis for counseling industrial arts is a necessity.

Industrial arts gives an opportunity for manipulative functioning. Many objectives for educational work are stated in terms of ideals or character building elements which are the result of method more often than content. In the field of industrial arts specific accomplishments are possible only through actual manipulations carried on in the shop. True growth comes through actual participation.

A boy must work with tools, materials, and machines if he is going to make this information a part of himself. The manipulative experiences offered through industrial arts should be at least 75 per cent of the pupils' industrial arts experience.

Industrial arts in the upper grades offers a basis for vocational connections and a background for vocational education. It is impossible to distinguish the point where industrial arts may cease to be general education and become vocational. At the upper secondary level in the technical high school most of this work may be classified as either vocational in nature or purely general education, but it has for its background, regardless of nomenclature, specific training in skills which are salable to the industrial world.

FRANK C. MOORE,
Vice President, Industrial Arts Education,
American Vocational Association.


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# "Meeting Today's Challenge In a Large City"

SYLVIA DEFEVER

*Edwin Denby High School*
*Detroit, Michigan*

ALL of us have heard people decry the tragic effects of our changing social conditions, the great increase in the number of divorces, the increase in mental illness and in delinquency, the general heightening of emotional tensions, and the change in the status of many women from homemaker to wage-earner, and each of us feels the urgency to alter the school curriculum in order that it will more nearly approach the basic needs and problems of human beings.

Probably no single factor gave such impetus for an over-all re-evaluation and revision of the Home Economics program in Detroit as the election to the Board of Education of a Specialist in Home and Family Living who was, at that time, on the faculty of so renowned an institution as the Merrill-Palmer School. This specialist made not only the members of the board aware of this challenge, but made such an impression upon our superintendent of schools that the machinery was set in high gear in the following channels:

1. A consultant in Home and Family Living began working with an inter-department supervisory committee consisting of the supervisors of Language, Health Education, Home Economics, Science, Social Studies, and Citizenship in an effort to plan the integration of this study.

2. By a directive from the superintendent, three committees made up of school principals have been studying the opportunities in Family Living on their three levels, the elementary, the intermediate, and the high school.

On the elementary level, the supervising principals, each of whom has jurisdiction over approximately twenty-six schools in his district, have held several meetings to see how Family Living can be worked out in the elementary schools.

In four of these schools, representing different economic levels, our Family Living Consultant has been working with kindergarten teachers and the parents of their students in an attempt to foster greater interest and cooperation between the school, the students, and the parents, by developing a better understanding of what parents can expect of the schools, as well as of their children. It is hoped that this cooperative thinking and planning will not terminate when the pupils leave kindergarten, but will continue, grade by grade, as these pupils advance, and that new parent groups will be started as new kindergarten classes are enrolled.

A "Source Book" for Homemaking teachers in grades five thru' eight of the elementary schools has replaced the course of study formerly designed for that level. Inasmuch as our schools vary considerably in different areas of the city, there has been a tendency away from city-wide courses of study. The Source Book suggests many experiences in all of the generally accepted areas of personal, home and family living, and contains some outlines of units of instruction which have been developed and used with success by selected homemaking teachers.

The elementary homemaking teachers have been grouped by areas or districts and have discussion meetings as well as demonstration lessons and individual visits to other schools.

On the intermediate level, six of our schools have organized parent-student-teacher planning groups. The parents of the 8A students meet with the homemaking teachers to consider effective courses in family life education.

On the high school level, two surveys were made. The first was to ascertain the needs of the students in the home economics classes. They were asked which phases of family living they would like to have taught in high school, and other questions pertaining to what they considered essential to a good home life. The other survey was an inventory of any and all phases of family living already being taught in high schools. The teachers submitted outlines of the areas being studied in their classes. All of these teachers were invited to work on a committee to formulate the course of study for the course which now has the name of "Family Living" and is being offered or will be offered in each of our high schools. About twenty-five teachers accepted the invitation. Of this number, the majority were teachers of home economics. Others taught physiology, sociology, health education, or social studies. The group had the support, guidance and encouragement of several specialists in this field, including the aforementioned member of the board of education, the chairman of the principal's high school committee, counselors from the guidance and placement division as well as supervisors of home economics, and others.

Various Home Economics Committees have been working together. From the intermediate and the high schools, there is usually one teacher from each school on each of the committees, thereby deriving almost 100 per cent participation on these projects. It is hoped that this will promote a better over-view of the entire school system, encourage improvements through the exchange of ideas and plans, and the recognition of school and area variances necessitating individual school adaptations.

As a result of this united effort, running the gamut, from the board of education and the superintendent of schools, through the supervisors of almost all the departments, through the principals on the three levels, through the majority of the six thousand teachers (some more keenly keyed to the study than others), through the parents of our young people, and lastly, and most important of all, through the expressed wants, hopes and desires of our students, we have started the machinery in motion. There are enough "Big Wheels" a-turning, moving in our direction, and seeing the goals we see, but "Big Wheels" alone cannot make things click. However, as each and every one of us in this wide world comes to a realization of our place in the changes in our social conditions, even the "Little Wheels" will fit into the pattern of living with fewer incidences of imbalance.

# CRAFT TRAINING

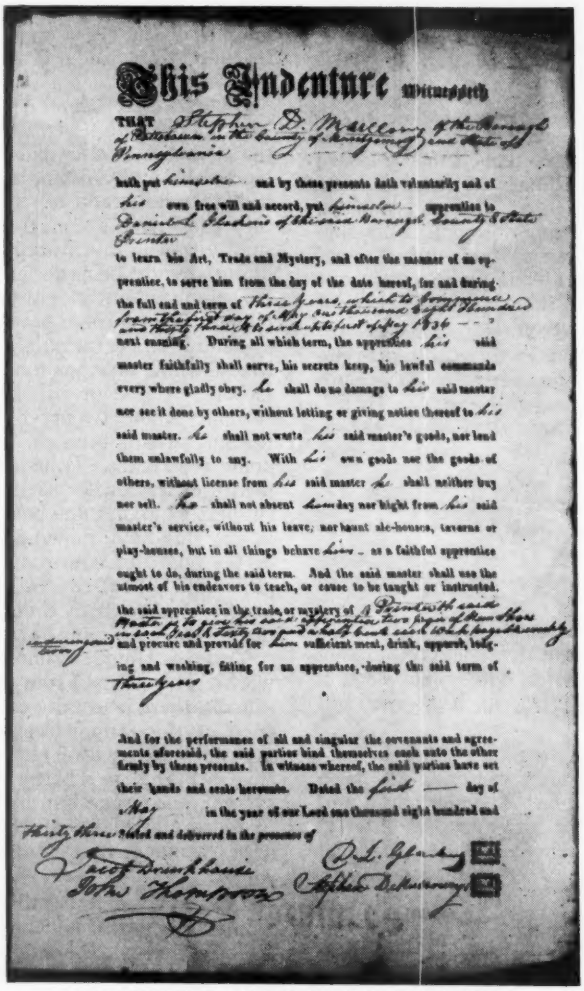
## *Yesterday*

*"Know all men that I, Thomas Millard, with the Consent of Henry Wolcott of Windsor unto whost costody & care at whose charge I was brought over out of England into New England, doe bynd myself as an apprentise for eight yeeres to serve William Pynchon of Springfield, his heires & assigns in all manner of lawful employmt unto the full ext of eight yeeres beginninge the 29 day of Sept 1640 & the said William doth condition to find the said Thomas meat drinke & clothing fitting such an apprentise & at the end of his tyme one new sute of apparell & forty shillings in mony: subscribed this 28 October 1640"*

WHAT it was like to be an apprentice in New England in Colonial days is reflected in the 1640 indenture, quoted above. In return for his devoted services to his master for "eight yeeres," all this apprentice received as compensation was "meat, drinke and clothing." He was given, to be sure, the "one new sute of apparell" promised him "at the end of his tyme," but he lost out on the cash mentioned, as evidenced by the following statement at the foot of the indenture:

*"Tho Millard by his owne consent is released & discharged of Mr. Pynchons service this 22. of May 1648 being 4 months before his tyme comes out, in Consideration whereoff he looses the 40s in mony wch should have bin pd him, but Mr. Pynchon giveth him one New sute of Aparell he hath at present"*

Stingy though the early indenture was, it forms a connecting link between present and past apprentice training. The apprenticeship agreement which is used today is the modern version of the early indenture. If the ghost of Thomas Millard, the apprentice named in the 1640 indenture, were to go on an industrial snooping tour, he would be surprised at the modern version. He would be surprised to discover, for example, how an apprentice named in a typical machinist apprenticeship agreement of this day and age (displayed on the next page) fared during his training. Instead of food, some clothing and few uncertain shillings, he received he-man wages, increasing every 6 months, ranging from nearly $40 a week to nearly $60. . . . Instead of working 60 or more hours a week, only 40. . . . Instead of slaving for a master in a menial capacity, he was employed by a large company, as a member of a production force, and trained step-by-step on the job, as well as in the classroom. . . . Instead of "eight yeeres" to learn a craft, only four. . . . Instead of living in the house of a master, he lived in a home of his own, as an independent, self-respecting citizen. . . . Instead of a master as sole boss, workers themselves had a voice in training procedure through a joint management-labor apprenticeship committee. . . . And "at the end of his tyme" a certificate awarded, similar to the diploma awarded graduates of engineering universities. . . .



This Indenture witnesseth

THAT Stephen D. Mallory of the Borough of Bethlehem in the County of Northampton and State of Pennsylvania

hath put himself and by these presents doth voluntarily and of his own free will and accord, put himself apprentice to Daniel A. Gladwin of the same Borough County & State aforesaid Printer

to learn his Art, Trade and Mystery, and after the manner of an apprentice, to serve him from the day of the date hereof, for and during the full end and term of three years, to be fully complete and ended from the first day of May last to the end and first day of May 1836 — next ensuing. During all which term, the apprentice his said master faithfully shall serve, his secrets keep, his lawful commands every where gladly obey. he shall do no damage to his said master nor see it done by others, without letting or giving notice thereof to his said master. he shall not waste his said master's goods, nor lend them unlawfully to any. With his own goods nor the goods of others, without license from his said master he shall neither buy nor sell. he shall not absent himself day nor night from his said master's service, without his leave; nor haunt ale-houses, taverns or play-houses, but in all things behave himself as a faithful apprentice ought to do, during the said term. And the said master shall use the utmost of his endeavors to teach, or cause to be taught or instructed, the said apprentice in the trade, or mystery of A Printer with which he himself now occupies and professes, and also shall find and provide for him sufficient meat, drink, apparel, lodging and washing, fitting for an apprentice, during the said term of three years

And for the performance of all and singular the covenants and agreements aforesaid, the said parties bind themselves each unto the other firmly by these presents. In witness whereof, the said parties have set their hands and seals hereunto. Dated the first day of May in the year of our Lord one thousand eight hundred and thirty three Sealed and delivered in the presence of

Jacob Brinkhaus

John Thompson

D. L. Gladwin [L.S.]

Stephen D. Mallory [L.S.]

1833 PRINTER APPRENTICE INDENTURE

*What an apprentice had to do in 1833 in order to learn the "art, trade and mystery" of printing is not explained in this indenture. The only things made clear were that he had to serve his master faithfully, "his secrets keep, his lawful commands gladly obey;" and that his master agreed to provide food, lodging, apparel and washing.*

Today's apprenticeship agreement, unlike its progenitor, which dealt almost exclusively with the moral behavior of the apprentice, sets forth the work processes in which he is to be trained, his hours and wages during each period of his training. This and other pertinent information are incorporated in the agreement so that each of today's 233,000 apprentices may know in advance what will enter into his training. It is a working agreement for the mutual understanding and protection of the apprentice and his employer; while the early indenture bound the apprentice—inescapably in most instances—body and soul to a master.

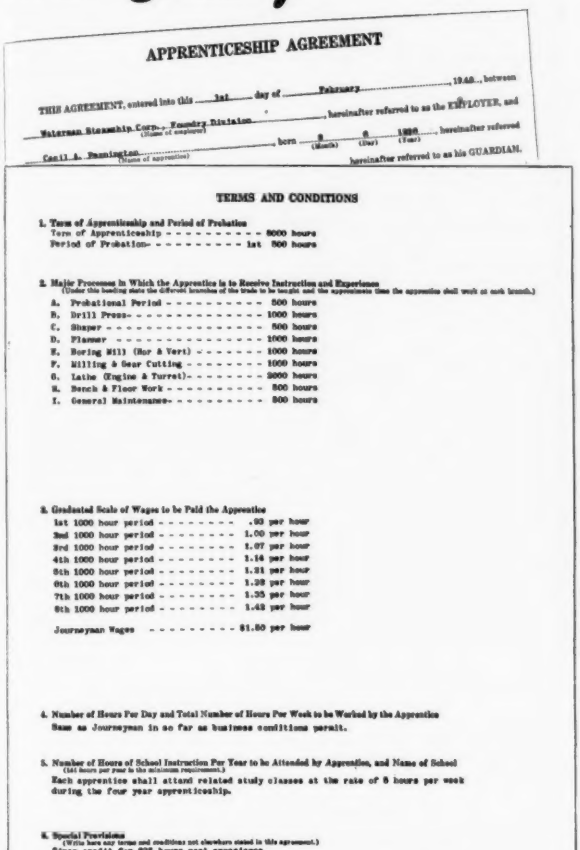
### Indenture Imported from Europe

The indenture and the system of master-apprentice relationship in apprenticeship was adopted by the craftsmen who arrived in this country from England and other European countries.

The indenture derived its name from the fact that the edge of the first forms used in England were indented or notched before the names of apprentices and masters were inserted. This indentation identified the copy retained by the apprentice as a duplicate of the copy re-

# and Today

**REGINALD PERRY**
**Information Representative**
**Bureau of Apprenticeship**
**United States Department of Labor**



APPRENTICESHIP AGREEMENT

THIS AGREEMENT, entered into this 1st day of February, 1948, between Veteran Steamship Corp., Foundry Division, hereinafter referred to as the EMPLOYER, and Cecil A. Pennington, born 9 (Month) 6 (Day) 1926 (Year), hereinafter referred to as his GUARDIAN.

TERMS AND CONDITIONS

1. Term of Apprenticeship and Period of Probation
Term of Apprenticeship - - - - - - - - - - 8000 hours
Period of Probation- - - - - - - - - - 1st 500 hours

2. Major Processes in Which the Apprentice is to Receive Instruction and Experience
(Under this heading state the different branches of the trade to be taught and the approximate time the apprentice shall work at each branch.)
A. Probational Period - - - - - - - - - - 500 hours
B. Drill Press- - - - - - - - - - - - - - 1000 hours
C. Shaper - - - - - - - - - - - - - - - - 500 hours
D. Planer - - - - - - - - - - - - - - - - 1000 hours
E. Boring Mill (Hor & Vert) - - - - - - - 1000 hours
F. Milling & Gear Cutting - - - - - - - - 1000 hours
G. Lathe (Engine & Turret)- - - - - - - - 3000 hours
H. Bench & Floor Work - - - - - - - - - - 800 hours
I. General Maintenance- - - - - - - - - - 800 hours

3. Graduated Scale of Wages to be Paid the Apprentice
1st 1000 hour period - - - - - - - - - .93 per hour
2nd 1000 hour period - - - - - - - - - 1.00 per hour
3rd 1000 hour period - - - - - - - - - 1.07 per hour
4th 1000 hour period - - - - - - - - - 1.14 per hour
5th 1000 hour period - - - - - - - - - 1.21 per hour
6th 1000 hour period - - - - - - - - - 1.28 per hour
7th 1000 hour period - - - - - - - - - 1.35 per hour
8th 1000 hour period - - - - - - - - - 1.43 per hour
Journeyman Wages - - - - - - - - - $1.50 per hour

4. Number of Hours Per Day and Total Number of Hours Per Week to be Worked by the Apprentice
Same as Journeyman in so far as business conditions permit.

5. Number of Hours of School Instruction Per Year to be Attended by Apprentice, and Name of School
(144 hours per year is the minimum requirement.)
Each apprentice shall attend related study classes at the rate of 5 hours per week during the four year apprenticeship.

6. Special Provisions
(Write here any terms and conditions not elsewhere stated in this agreement.)
Given credit for 835 hours past experience
(September 2, 1947 to February 1, 1948)

Prepared and distributed by Bureau of Apprenticeship, U. S. Department of Labor, Washington, D. C.

1948 MACHINIST APPRENTICESHIP AGREEMENT

*Itemized in this modern apprenticeship agreement are the work processes in which the apprentice is trained, his hours and wages during each step in his training, the hours in the classroom, credit for previous experience and other provisions related to his training.*

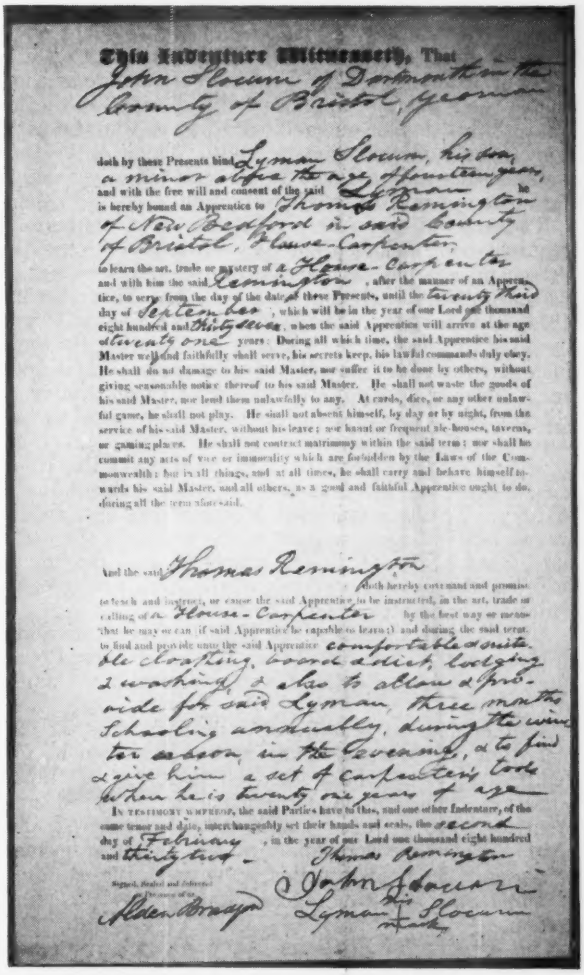
tained by the master, which was similarly notched.

Both the original and the copy of the indenture of Colonial days were signed by the master and the parent or guardian of apprentices, all of whom were in their teens—most of them not more than 14 years old. The modern apprenticeship agreement is signed by the employer, by a representative of a joint management-labor apprenticeship committee where a committee is established, or by both; as well as by the apprentice, or, if he is a minor, by his parent or guardian.

The average age of apprentices today in American industry, when they start their training, ranges from 18 to 24; and many of them—particularly veterans of the last war—are 25 years of age and over.

In addition to the indenture, one other remaining link with the past is the transfer of skills, acquired through apprenticeship, from one generation to another. This transfer of skills began 4,000 years ago—in 2100 B.C., the date of the Babylonian Code of Hammurabi which made explicit provision that artisans teach their crafts to youth. The records of Egypt, Greece, and Rome in earliest times also reveal this passing on of skills from generation to generation through some form of apprenticeship.

The crafts themselves have always been largely a family tradition. Fathers have taught their sons the crafts, and their sons have taught their sons. This family tradition is exemplified today in stone cutting and finishing—one of the most ancient of the crafts. In Elberton, Georgia, "the Granite Center of the South," 50 per cent of the 130 apprentices in training under the area-wide apprenticeship program there are related to the journeymen employed by the 45 granite plants participating in the program.



This Indenture Witnesseth, That John Slocum of Dartmouth in the County of Bristol, yeoman doth by these Presents bind Lyman Slocum, his son, a minor above the age of fourteen years, and with the free will and consent of the said Lyman he is hereby bound an Apprentice to Thomas Remington of New Bedford in said County of Bristol, House-Carpenter, to learn the art, trade or mystery of a House-Carpenter and with him the said Remington, after the manner of an Apprentice, to serve from the day of the date of these Presents, until the twenty third day of September, which will be in the year of our Lord one thousand eight hundred and thirty two, when the said Apprentice will arrive at the age of twenty one years: During all which time, the said Apprentice his said Master well and faithfully shall serve, his secrets keep, his lawful commands duly obey. He shall do no damage to his said Master, nor suffer it to be done by others, without giving seasonable notice thereof to his said Master. He shall not waste the goods of his said Master, nor lend them unlawfully to any. At cards, dice, or any other unlawful game, he shall not play. He shall not absent himself, by day or by night, from the service of his said Master, without his leave; nor haunt or frequent ale-houses, taverns, or gaming places. He shall not contract matrimony within the said term; nor shall he commit any acts of vice or immorality which are forbidden by the Laws of the Commonwealth; but in all things, and at all times, he shall carry and behave himself towards his said Master, and all others, as a good and faithful Apprentice ought to do, during all the term aforesaid.

And the said Thomas Remington doth hereby covenant and promise to teach and instruct, or cause the said Apprentice to be instructed, in the art, trade or calling of a House-Carpenter by the best way or means that he may or can (if said Apprentice be capable to learn) and during the said term, to find and provide unto the said Apprentice comfortable and suitable Lodging, board, Cloth, Lodging & washing & also to allow & provide for said Lyman, three months Schooling annually, during the winter season, in the Covenant, & to find & give him a set of Carpenters Tools when he is twenty one years of age.

In TESTIMONY WHEREOF, the said Parties have to this, and one other Indenture, of the same tenor and date, interchangeably set their hands and seals, the second day of February, in the year of our Lord one thousand eight hundred and thirty two. Thomas Remington

Signed, Sealed and delivered in Presence of us, Alden Bragg, John Slocum, Lyman Slocum

1832 CARPENTER APPRENTICE INDENTURE

***That the formalized indenture had been adopted in the building trades in 1832 is evidenced by the above. The carpenter apprentice named is scheduled to complete his training in 1837, exactly 100 years before the National apprenticeship law was enacted by Congress.***

There are many examples today of families carrying on the printing, machinist, carpentry, plumbing and other crafts. The best known among the early printing families in this country is manifestly that of Benjamin Franklin.

### Apprentice Benjamin Franklin

When Franklin was indentured in 1718 at the age of 12 to his elder brother James, his father paid James ten pounds to teach the art to his apprentice son and also to offset the cost of his food, lodging and other "necessaries." The provisions of Benjamin's indenture were especially generous for those days for they specified that he was to receive a journeyman's wage, such as it was, during the last year of his apprenticeship, just before he became 21 years old—if he remained on the job that long. Then, too, the precocious Benjamin arranged for a cash payment when he was 15 years old. He persuaded James to pay him the price of the food promised him, instead of feeding him. James agreed to do this because his brother became a vegetarian at that time and would not eat the meat served other apprentices. This was a big financial advantage to Benjamin because vegetables and fruit were cheaper than meat and he was able to buy books out of his savings. He says in his autobiography that he found he was able to subsist frequently with only a "bisket and a stick of bread, a handful of raisins, a tart from the pastry cook's and a glass of water." Franklin quit, however, before he completed the 9 years of apprenticeship specified in the indenture, because of quarrels with James who, he says, sometimes beat him, and he adds, "Thinking my apprenticeship very tedious, I was continuously wishing for some opportunity of shortening it."

To learn to be a printer in the early days, apprentices required more brawn than they do today, for power-driven presses had not been invented and were not in use until about a half century later. The November 29, 1814, edition of the *London Times* boasted that it was "printed by steampower"; and in 1836 Harper Brothers in America introduced power-driven presses. Not until 1865, however, was power-driven printing machinery in general use. Prior to that date most apprentices had to become proficient in operating presses with a hand crank or lever, or with a foot treadle. Printing at that time was, indeed, an achievement, requiring extraordinary artistry. To the uninitiated it was a mystery, and it was so labelled, as were most of the crafts, in the early indentures. Nor did the indentures unravel the "mystery," as they gave no inkling of the work processes in which the apprentice was to be trained.

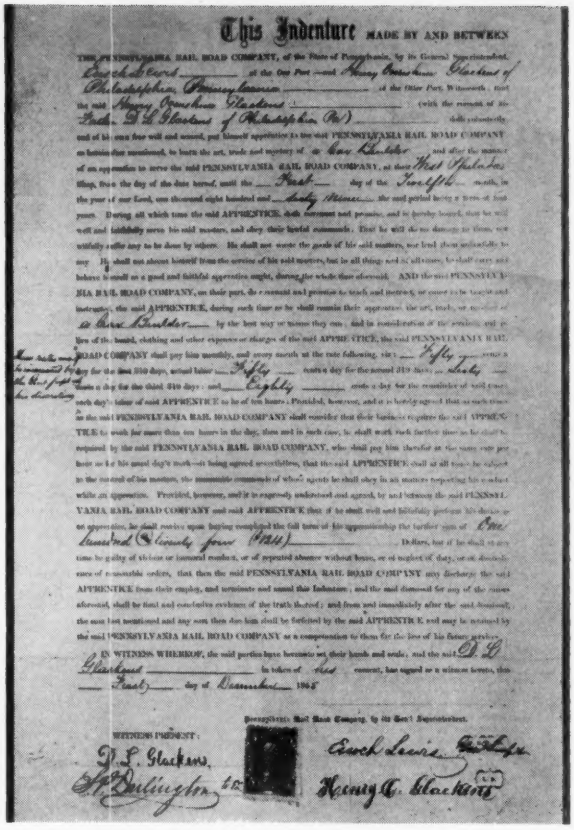
A black page appears in the history of apprenticeship in this country—but fortunately it may be turned over quickly—when poor children were exploited in the name of charity.

Another flagrant practice of early times was the exploitation of poverty-stricken men and women as indentured servants who worked off their cost of transportation from abroad by serving as so-called apprentices. Also included among those indentured and bound to masters were undesirables, including former prisoners. Tempted into this traffic were the captains of ships and bartering agents who profited by this system.

This exploitation of the poor and other unfortunates was erased after public sentiment brought about regulative acts.

### Carpentry Apprenticeship, 1832

That the construction industry, which has been in the forefront in recent years in apprenticeship activities in this country, used the formalized indenture over a century ago, is evidenced by a "house carpenter" indenture, dated 1832. This indenture bound a 16-year-old apprentice in New Bedford, Massachusetts, to his master until 1837, exactly 100 years before the enactment of today's national apprenticeship law ("Public Law 308, 75th Congress").



This Indenture MADE BY AND BETWEEN

1869 RAILROAD MECHANIC APPRENTICE INDENTURE

*This 1869 indenture exemplifies the form adopted after the industrial revolution, when apprentices were no longer indentured to masters but to large employers as they are today, and were also paid wages instead of being given only their board and lodging.*

The indenture states that John Slocum, "doth by these Presents bind Lyman Slocum, his son, a minor * * * to Thomas Remington * * * to learn the art, trade and mystery of a house carpenter. * * * During all which time, the said apprentice his said Master well and faithfully shall serve, his secrets keep, his lawful commands duly obey."

An unusually generous provision of this indenture was that the master, in addition to giving the apprentice "comfortable suitable cloathing, board and diet, lodging & washing," agreed to "provide for same Lyman three months of schooling annually," as well as "a set of carpenters tools when he is twenty-one years of age."

With the expansion of industry in this country and abroad, following the industrial revolution, the apprenticeship system was revolutionized for application to the new machine age. The custom of domiciling apprentices with masters disappeared with the increasing size and impersonality of industry. The previous compensation with board and lodging was changed by employers to payment of wages, which, though insignificant compared with those of today, were graduated in accordance with a predetermined scale. The term

"master," however, which originated during the days of "domestic apprenticeship," as it has been appropriately called, has been carried on. "Master machinist," "master plumber" and "master carpenter" are familiar terms to all of us.

Apprenticeship systems in keeping with the new era were gradually developed in the growing industries, notably at first in the iron foundries and shipbuilding yards, and later in machinery and electrical equipment plants, as well as in government arsenals, navy yards, and printing shops.

Not until the latter part of the 19th century, however, were there any apprenticeship systems established which were at all comparable with those of the present day. During that period and the early part of 1900 the number of plants in which apprentices were trained was limited, and the training provided was, for the most part, somewhat sketchy when measured by modern standards. The great majority of skilled workers in the United States, at that time, came from abroad. Most of the workers who acquired their skills solely in this country did so through their own devices, by watching and getting the advice of experienced men, by sheer persistence and trial and error.

### Graduated Wages

One of the first examples of the graduated wage scale paid apprentices is that specified in an 1869 indenture of the Pennsylvania Railroad, which has been training apprentices in its maintenance shops ever since. This indeture prescribes 50 cents a day during the first 620 days of training, 60 cents a day during the next 310 days, and 80 cents a day for the balance of the term of apprenticeship. A bonus of $124 was paid if and when the apprentice completed his training.

Today, the starting rate for maintenance of equipment apprentices employed by railroads is 96 cents or more an hour, which increases as they advance in these skills to $1.20 or more an hour during the final period; not to mention the additional monthly allowance for veterans employed as apprentices, which is provided by the Veterans Administration under the G. I. Bill.

While the machine age brought about a rapid advance in production, the working conditions and wages prior to 1900, especially for apprentices, appear antiquated today. What it was like to work in an industrial plant in 1883 is described by a man who began his career as an apprentice that year in a Philadelphia machine shop —Fred A. Colvin, Editor Emeritus, *American Machinist* —who has recently written a book entitled "60 Years with Men and Machines."

"An apprentice in the machine shops of 1883," Mr. Colvin states in this book, "faced a situation not wholly unlike that of the craft guilds of the Middle Ages. In many cases the boy's parents had to reimburse the shop owner for teaching him the secrets of the trade." He says, however, that in the plant in which he worked, "a revolutionary new system was in effect—the shop owner actually paid the apprentice wages. He was careful, of course, not to turn the apprentice's head with money. In my own case, I began at the rate of 5 cents an hour for a sixty-hour week; or, to put it more impressively, I was paid $3 in cash every Saturday night. * * * All overtime was paid at the regular straight-time rate of 5 cents an hour for young apprentices like myself. * * * At the end of the first month's apprenticeship, the wages were boosted by 16⅔ per cent, which meant a half dollar a week extra in the pay envelope. What with promises of an additional 50-cent rise every six months thereafter, a young apprentice could see himself developing into a substantial citizen if he but lived long enough."

### First Organized Apprenticeship System

Apprenticeship on a national scale in the United States has been a natural outgrowth of an increasing need for skilled workers of which the nation as a whole became keenly aware, as never before, during the boom days following World War I. Due to the curtailment of immigration after that war and the reduction in the number of skilled workers coming from other countries, the need for comprehensive training of apprentices throughout the nation became a vital necessity.

The decade beginning in 1920 saw a concerted effort for a national, uniform system of apprenticeship, initiated by national employer and labor organizations, educators and government officials—Federal, State and local. In the forefront of this movement were representative groups in the construction industry.

The combined effort on the part of the various interests in all industries led to the participation in 1934 of the Federal Government in the promotion of apprenticeship on a national basis. That year the Federal Committee on Apprenticeship, which was originally interdepartmental, was appointed by the Secretary of Labor to serve as the National policy recommending body on apprentice training in the United States.

### National Apprenticeship Law

In 1937 the National apprenticeship law was passed by Congress. This law (Public Law 308—75th Congress), popularly known as the Fitzgerald Act, was enacted "to promote the furtherance of labor standards of apprenticeship . . . to extend the application of such standards by encouraging the inclusion thereof in contracts of apprenticeship, to bring together employers and labor for the formulation of programs of apprenticeship, to cooperate with State agencies in the formulation of standards of apprenticeship." It is an enabling act in every sense of the word, without mandatory injunctions.

As a result of this act, the Federal Committee on Apprenticeship was reorganized and enlarged to include an equal number of representatives of employers and labor, in addition to a representative of the U. S. Department of Labor and of the U. S. Office of Education. Also Apprentice-Training Service (now known as the Bureau of Apprenticeship) was established as the national administrative agency in the Labor Department to carry out the objectives of the law in conformance with the policies determined by the Federal Committee.

In 1938 the Secretary of Labor appointed the General Committee on Apprenticeship for the Construction Industry. This committee is made up of an equal number of high ranking representatives of national contractor associations and national labor organizations in the building trades. It cooperates closely with the Bureau of Apprenticeship in promoting the establishment of local, joint management-labor apprenticeship committees and the setting up of apprentice training programs in the building trades.

Apprentices are in training today in over 560 skilled occupations under 110 trade classifications.

America's capacity for industrial achievement, her genius for production and quality workmanship have been due very largely to her craftsmen—the all-round skilled workers—and it is through apprenticeship, as conducted today under modern methods, that young men entering the trades become proficient in the skills required for craftsmanship.

# *BETTER RETAILING*

## DISTRIBUTIVE EDUCATION CONDUCTS CLASSES FOR RETAIL DEALERS

JOHN R. VAN ARNUM, Secretary
*National League of Wholesale Fresh Fruit and Vegetable Distributors*

THE "cash register effectiveness" of the nationwide Distributive Education course in handling and merchandising fresh fruits and vegetables was impressed upon representatives of every segment of the industry from every section of the United States at the 57th annual convention of the National League of Wholesale Fresh Fruit and Vegetable Distributors at Pittsburgh, February 7th to 10th.

Not that the more than 1,000 persons who participated in the various activities of one of the most enthusiastic and successful gatherings in industry history needed to be "sold" on this phase of vocational education. In decidedly less than one year the Distributive Education course for retailers has sold itself from Philadelphia to Tacoma and from Cleveland to Savannah, Baton Rouge and New Orleans, and in numerous other cities and communities throughout the country.

But Thomas E. Miller, Supervisor of Distributive Education in Pittsburgh, wrote a one-act play, produced by the Distributive Education students of the Pittsburgh public schools, for presentation to the National League convention. It was entitled "Wilson's Store Goes to School," and, in theatrical parlance, it "wowed the audience."

The theme of the play was the right and wrong way of handling and merchandising produce, a forceful presentation of the purpose and objective of the Distributive Education course and, most important, the practicable results of this instruction as developed in actual operation of a retail food store.

Savannah Vocational School conducts class in merchandising produce at a local plant

Pittsburgh D. E. students stage a play for National League of Fresh Fruit and Vegetable Distributors Convention

The play brought home the lack of training of the clerks employed in "Wilson's Store." They were interested only in "quitting time" and the "weekly pay check." They demonstrated only too familiarly how sales are lost because of discourtesy and lack of knowledge of produce. An interested customer explained to the proprietor just how his produce department was being mismanaged.

The next scene showed "Wilson's Store" after its clerks had benefited from the Distributive Education course in handling and merchandising fresh fruits and vegetables, their expert and courteous treatment of customers and their knowledge of the products they were selling.

Said the customer who first told Mr. Wilson the facts about his produce department: "I'll guess that your business has improved 50 per cent."

Replied Mr. Wilson: "You're away off—it's nearly 100 per cent, and includes a lot of new customers, and a great many satisfied old customers. And *I've* enrolled in one of the Distributive Education courses for the term starting in April."

The success of the course for retailers, based on the instructor's manual, "A Guide to Better Handling and More Efficient Merchandising of Fresh Fruits and Vegetables," which was prepared by the National League, has been so great that National League President Al P. Rightor of Pittsburgh announced an expansion of the League's educational program to include instruction for growers, shippers, wholesalers, and consumers. A "Home Economics" edition of the guide is in preparation for instruction in home economics classes for all educational levels.

America will really know produce better and Americans will get better produce as a result of this comprehensive educational program. The trail blazing and the momentum of this educational "crusade" must be eternally credited to our Distributive Education system.

Take the case of Savannah, Georgia, one of the first cities in the southeast to open Distributive Education classes for retailers. That was on the night of October 25, 1948. Since then there have been several other classes held, F. C. Underwood, Jr., director of Vocational Education, the Savannah Vocational School, said. The classes were conducted under the supervision of Mrs. Frances T. Hagins, local supervisor of Distributive Education.

(*Continued on page* 10)

JOHN A. BUTLER, *Assistant Director*
*Dunwoody Industrial Institute*
*Minneapolis, Minnesota*

# By Plan or Chance?

VOCATIONAL education has "caught on." There is evidence from many directions of its greater acceptance as an essential part of the total educational program, and this momentum must be accelerated, for the need is great and growing. No other kind of education gives promise to so many, wanting and needing an education to live by! Knowing these views and these needs, the question becomes: How can this be accomplished? What shall we do?

We must take stock of where we are now and where and how we should go. You know that the programs that are now operating are reaching only a small proportion of those youth and adults who would benefit if more and better vocational training centers were available. We know, too, of the obstacles and problems that must be faced. In forty years of unrelenting effort, vocational educators before us have met with frequent discouragement. Out of their frustrations and lessons has come the knowledge for coping with the barriers to democratic training for very large groups of our people.

We have no less learned many lessons in recent years for strengthening vocational education. We should know now that it cannot be left to chance . . . that it will not be gained without constant direction and continuous effort. Only carefully laid plans—based on the experiences of the past, with new hopes for tomorrow—can bring about the kind of an education with functioning and use values for living that is desired and desirable. Some will say, "What is an education for living?" Shall we say it includes preparation for a manner of living—dependent on the means for living? We must not talk in obscure and abstract terms, but simply and straightforward. How many of you have friends, acquaintances, or relatives who have incomes which permit them to enjoy the good life without earning their way? We are talking about the people on the farm, in your town and city, on the job and in the home—all of those men and women who must provide for themselves and their families.

If we accept an education to live by—as including an actual means of gaining the necessities of life through one's own service or contribution to society—which is, after all, fundamentally the only honorable way of securing a subsistence and sustenance, then we should provide, as a part of the school's service, the proper training. We in vocational education must first train for occupations and jobs. We shall surely not deny the requirements for other kinds of knowledge and practice. We do not accept that such a concept is narrow or confined only to the manipulative activities. We desire outcomes that provide employable values and a useful participation plus all possible assets for other socially desirable conduct. We think many desirable concomitant learnings result from the processes of thorough vocational instruction. We know that living includes more than work. We acknowledge that there must be time for leisure and pleasure. We believe there should be honesty—and abiding in God's will. We grant the importance of helping your neighbor, and all the daily acts that count so greatly to the worth of the individual in his civic and social duties in the community.

We come back to the essential need of working and contributing as an individual human resource in the development of our total natural resources for the greater enjoyment by all. It was John Callahan who said, "I have never seen the advantage of teaching children how to live without teaching them how to make a living."

In the annual report of the United States Office of Education for 1947, these pertinent thoughts are expressed. "The American high schools are one of our greatest national achievements. They are a major contribution to world culture. No other nation ever enrolled such a large proportion of its youth in the secondary schools. And yet . . . for many youth attending high school the offerings are calculated neither to challenge their interests nor to meet their needs.

"Clearly the nation's high schools must face the technological age and concede to its demands—by orientating youth psychologically, as well as vocationally, to the work-a-day world, as they will find it upon leaving school. In thus realistically directing the majority of youth toward jobs that are essential to the world's work . . . the school will fulfill its duty—long overlooked—of recognizing the dignity and the necessity of all types of labor."

Repeatedly through the years, frequent critical and very often profound utterances and writings by thousands of this country's leading citizens, educators, and statesmen have pointed out the shortcomings and inadequacies of the traditional high school and general college courses as a satisfactory education for the majority of the people as preparation for the true performance of life's duties. It is clear that the colleges render an important higher educational service for professional groups. There can be no quarrel either because those economically able and desiring to pursue general, liberal, or cultural education through four-year college program, continue to do so. Even though we may not agree with the "halo" that has come to be associated with going to college, we must recognize and concede its place in the total scheme of education. This all broad-minded and progressive vocational educators know. We must, however, be largely concerned with what is available by way of practical and realistic vocational education for those wanting and needing it in the upper secondary grades and in the post-high school years.

What, then, is our plan?

If vocational educators are to have additional support for vocational training, what do they advocate? What do we consider necessary opportunities and effective instruction for the youth and adults needing this service? About 41 per cent of the students who attend school through the 5th grade do not go on to finish high school but drop out along the way. Of those who

(*Continued on page* 10)

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### BY PLAN OR CHANCE?

(*Continued from page* 9)

graduate from high school only one-third embark on college. Of those that do start college, only 50 per cent remain after the second year. This should be indisputable evidence of our inability to hold the students which must, at least in part, be due to not meeting their interests or needs.

If we would confine our vocational efforts and direct our full attention to serving the upper secondary high school groups wanting occupational preparation, the high school drop-outs who have already gone or must go to work, the graduates who do not desire college after high school, yet are in need of additional specific training; and the part-time trainees, apprentices, and adults desiring vocational help, we would surely have our vocational programs full—and our hands full.

We could leave many of the other basic requirements and common learnings to other responsible divisions in our schools. We cannot and should not attempt to do the whole job. This is plain to us!

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### BETTER RETAILING

(*Continued from page* 8)

The first class was preceded by a citywide lecture and demonstration meeting, stressing the objectives and operation of the course, at which 150 retail and wholesale fresh fruit and vegetable dealers gathered in the plant of Max Movsovitz, Inc., one of the most modern in the United States.

Applications for enrollees in the course were taken. Mr. Movsovitz, the Colonial Stores, and the Savannah Ice Delivery Company cooperated with the Savannah Vocational School in planning and equipping the program for the retailers. The Colonial Stores sent E. L. Reeves, an expert produce man, from Atlanta to serve as instructor.

The food merchants enrolled in the classes became so interested that they brought their wives with them, and the wives entered into the class activities by registering the feminine reaction to color and freshness in the display demonstrations.

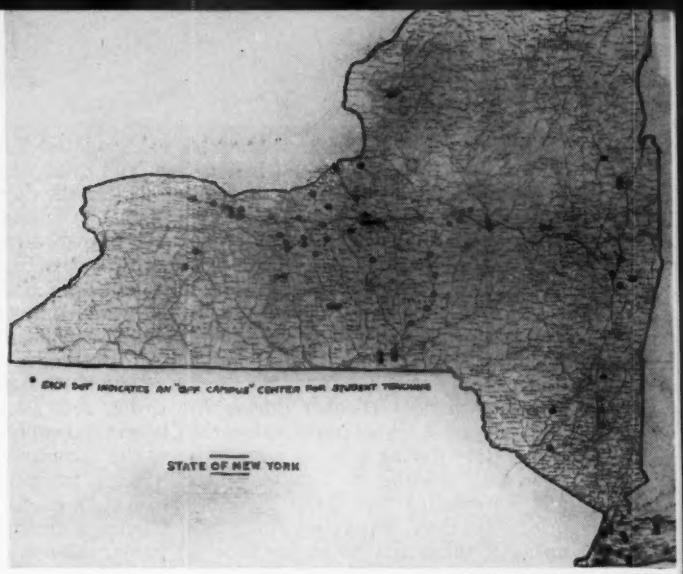
The course proved so successful in Savannah that one class was even organized for a group of independent grocers who desired their own discussion group.

And Savannah, reports Mr. Underwood, is engaged in promoting a long-range educational program for fresh fruit and vegetable distributors, and is contemplating the award of "a master certificate" to enrollees who qualify.

**A produce dealers class in Savannah. Seated, second from left, Mrs. F. T. Hagins, Supervisor of Distributive Education**

# TOWARD BETTER TEACHERS

C. R. HUTCHCROFT
*Professor of Industrial Arts Teacher Education*
*State Teachers College, Oswego, New York*




STATE TEACHERS COLLEGE, OSWEGO

**New York centers for student teaching**

STUDENT teaching has been widely recognized as one of the most important phases of the professional education of teachers. This appears to be true whether judged by teachers or by students. However, an actual inspection of the practices followed in the colleges across the country would reveal differences in the established programs of student teaching. It is not my intention to describe these differences nor attempt to prove one program superior to another. Rather I shall try to describe a program now in operation at the State Teachers College, Oswego, New York and reveal some factors that appear to be desirable and some which we hope to improve. It is not to be inferred that this program should be a model for others, but that a revelation of what is actually being done in one program may be of interest to those persons working in the same or related fields.

Student teaching at Oswego is that phase of the student's program especially designed to assist in the transition from thinking and studying *about* teaching to *actual* teaching. It is a period of tryout or internship under the direction of very carefully chosen master teachers in schools throughout the state. The induction of the student teacher is made gradually from observation, to orientation, to participation, and finally to approximate the full responsibility for teaching. Responsible teaching, as evidence of the student teacher's professional competency, is the real goal of the program.

Student teaching at Oswego is a required course. It carries fifteen semester hours credit and is usually scheduled during the last half of the junior year or the first half of the senior year. Assignments are made to off-campus centers for approximately nine weeks to each of two centers. This amounts to a full-time assignment for eighteen weeks divided between two different school situations. It is felt that experience in two centers will give the student a wider variety of experiences in the varying conditions of school operation.

Off-campus centers are located throughout the state and are distributed as shown on the accompanying map. It should be noted that there is a wide geographical distribution and a sampling of varying types of communities ranging from the heart of New York City to a very small up-state agricultural village. Long Island, the Hudson Valley, the Southern Tier, the Mohawk Valley, and the Northern Lake Areas are all represented. Elementary schools, junior high, and senior high schools are included. High income communities and low income communities are represented. We feel this wide variety of teaching centers is a desirable factor in the program.

Let us follow a student, call him Bill Smith, through this program. Bill, a last quarter junior, sees his name on the bulletin board listed as a candidate for student teaching and reads the notice to report to the auditorium on Friday at 4 P.M. At the meeting he is shown the map of our off-campus centers. The general system of assignment to student teaching is explained to him and he fills out an information sheet which reveals among other things, his marital status, and if not single, what his plans are for his family while he is off-campus, his home town, the name of the high school he attended, his first, second, and third choices of teaching centers, whether he will have the use of a car, any personal information he may wish to reveal that might influence where he is to be assigned, and other pertinent data. Bill's information sheet is read carefully when assignments are being made and while the paramount factor is the determination of the best educational opportunity for this student, consideration is given to the personal factors he has listed and frequently students can be assigned so as to assist them in utilizing free room and board with a relative or for some other reasonable factor. Bill will not be assigned to his home town, to the high school from which he was graduated, nor to a type of shop or community in which he has expressed a disinterest. Bill then receives a notice of his assignment together with the names of the school principal and master teacher. Bill writes to them and solicits their aid in securing a room in their city. If not too distant, Bill will visit the school and complete arrangements in person.

The next meeting he attends is scheduled just prior to his departure for his teaching center. It is a meeting of all student teachers where he receives all written instructions and an oral explanation of the student teaching plan and what is expected of him. He meets each member of the supervisory staff and asks any questions that concern his work. He then leaves for his school and, upon arrival, reports to the principal and then to his master teacher.

The first day he gets acquainted with the school setup, observes the school routine, and is assigned a few simple tasks to do. Bill's first few days are largely observation, although he will be assigned duties which he shows evidence of being able to handle. He feels he is a "part of the show" from the first day. Observation rapidly changes to orientation and to partial participa-

tion. He gives short demonstrations, brief related lessons, assists with individual instruction, and gradually works to the point where, for certain periods of the day, he is the teacher and the regular teacher observes him. Later the number of these periods in a given day increase until toward the end of the assignment period Bill finds himself carrying virtually a full teaching load. And teaching classes is not all that he does. He samples the many other activities that make up an actual teaching job. He takes his turn at hall duty, cafeteria line duty, checks attendance for his section of the assembly, serves as a floor checker during fire drills, acts as a chaperon for a school party, takes the playground supervision duty during a lunch hour, attends the downtown civic club meeting on Thursday noon, rides a morning and an evening bus route, repairs the drawer of the principal's desk, supervises study hall, attends a faculty meeting, takes tickets at the football game, attends a local church of his choice, and visits at the home of a few students, teachers, and townspeople. Bill discovers there is a lot more to teaching than just teaching. He finds that a teacher's day is more than 9 to 3:30 with a long noon hour. He sees some connection between the words and phrases of his theory classes and the reality of a school program. He sees what "individual differences" means when translated into actual student behavior. He discovers ways to improvise and adjust when needed equipment or material is not available. He sees his instructional efforts bear fruit as expressed in the smile of a pupil who tries and finds success.

But these full days of activity are only part of his task. He also has "homework" of his own to do; for colleges always require reports. Bill's reports are many, but each has some functional meaning to Bill so this lightens the load.

First, he sends in his local address on a printed, stamped card, so that a complete student teacher address list may be compiled for official college use. A copy is also furnished each student teacher. Bill sends in a calendar of the school so that the supervisors may schedule their visits on days when school is in session. Bill further sends in a schedule of the classes in shop so as to indicate his actual teaching situation and also for the guidance of the visiting supervisors.

Bill keeps a diary. Not a personal diary, but a professional diary that reveals briefly the significant educational happenings of the day and the student teacher's reaction to these happenings. This diary will require Bill to reflect upon the day's occurrences and see what he thinks about them. It will also record items while fresh in his mind to be used for later reference.

Even the week-end holds no respite for Bill, for he must write a brief summary of his diary for the week and mail it to the college and must also prepare all those lesson plans for the next few day's teaching. The lesson plan, while a required part of Bill's work, is not such a burden because he does not have to follow a stereotype form or write it in classical style, but accomplishes a lesson plan that is brief, assists in organizing his plan for the demonstration to be given, and is in a serviceable form in the event he needs to refer to it in connection with his teaching or at a later date when preparing a test.

There is still another phase of the program which Bill felt would be considerable extra work, but which took on great interest for him as the plan progressed. This was the school visit plan. Each week Bill is excused for one-half day, usually on Tuesday or Thursday, so that he might spend this time making a planned observation at another school. The principal or master teacher writes or telephones to secure the necessary permission, and Bill uses directed observation sheets furnished by the college to assist in identifying significant things to look for. This plan permits Bill to visit eighteen school situations while practice teaching, thus exposing him to an even wider assortment of school conditions and teaching procedures. He also has the experience of meeting a number of school principals and talking briefly with many of them about industrial arts in the school program. Bill elects thirteen of these visits which appear most suitable for reporting, and records briefly positive statements concerning the good points he has observed. These reports are to be used in post-student teaching conferences at the college and as suggestions for good practice when Bill has his own shop in the not too distant future. Here again the student teacher reacts to a variety of *real school situations*. This morning Bill receives a card stating the college supervisor will spend next Wednesday afternoon at the center. Perhaps Bill should be forgiven if he double checks his preparation for that day, for here is his opportunity to demonstrate his abilities in the role of a teacher. He will also have the opportunity to secure constructive criticism on his work to-date including his reports, and he may ask any questions that he wishes. Bill looks forward to Wednesday not with fear and misgivings, but with a feeling of pride in what he believes he can do, and with anticipation of the probable benefits he may derive from a full half-day of individual attention from his college professor.

This important day finally comes. The supervisor arrives during the lunch hour, calls on the principal and then comes to the shop and talks with the master teacher. Bill teaches a related lesson the first period after lunch and gives a demonstration to the second period class. Following the group instruction in each case, Bill continues throughout the remainder of the period with individual instruction and takes general charge of the class including clean-up and dismissal procedures. The third and last period of the afternoon is a club period and Bill shows that he can also provide leadership in this more informal type activity. After school, Bill and the college supervisor discuss today's program, Bill's teaching experiences, his written records and reports, and any questions Bill wishes to propose. At the close of this conference Bill is clearly aware of his strengths and weaknesses and on what points he should exert effort toward improvement. He feels a measure of success for his accomplishments to date, and he sees, rather clearly defined, the goals toward which he is striving.

In his "spare time", an expression which now seems entirely imaginary to Bill, he has constructed a teaching aid appropriate for, and to be left at, the center where he is working. It is in a practical sense, his contribution to the shop.

All this activity has made the calendar seem to turn very rapidly and it is now the last week of student teaching. Bill takes a copy of the twenty point rating scale on which he will later be graded, and records his own self-evaluation. This becomes the subject of a conference between the master teacher and Bill but is not forwarded to the college and does not influence his own grade.

It is now time to return to the college. In a way Bill feels that he has been absent from the campus for a long time, but, in another sense, time has passed rapidly and Bill feels there has never been a period in his life when he has so actively participated in a program. On

the trip back to the college campus where Bill will complete his senior year, he contemplates his recent experiences. He looks back upon the eighteen weeks and tries to identify what to him were the high lights of the semester. There was that first day when he stood before the class and it was up to him to "deliver the goods." There was the satisfaction of feeling that he had somehow understood the problem—not the class problem, but the life program—of Jerry, and assisted to a degree in the guidance of Jerry toward the goal of good citizenship. But perhaps the greatest values of all, as he thinks about it, were obtained from those talks with the master teacher at the close of the day, when together they would review what had transpired, what succeeded and what apparently should have been done differently, and particularly the "why" in the consideration of each item. Here Bill received a grasp of teaching, its purposes, and problems, in the form of actual pupils in a real school situation with Bill in the middle of it, and an experienced counselor, his master teacher, always there to discuss the "why" of today's experience.

This is a brief picture of the student teaching program at Oswego State Teachers College. We believe it contains some elements which are generally agreed to be desirable. We feel it can be improved at many points and are actively engaged in that task. For example:

1. *Are the financial requirements of the program too great?* The cost of travel by supervisors based upon one plan of operation including two visits to each student teacher each nine weeks is estimated to cost $21.60 per student teacher per semester. On a more restricted basis including only one visit per student each nine weeks the estimate is $13.50 per student teacher per semester. The cost of travel by students both to and from centers and for school visits is now paid by the student directly. For many students, particularly those with families, there is an additional cost due to the necessity of maintaining two homes while practice teaching.

2. *Is the burden of correspondence excessive?* The correspondence load is very time consuming and a somewhat expensive part of the program. Some efforts have been made to reduce this load by providing printed forms for certain types of uses such as notices to the student and to schools, of scheduled visits by supervisors.

3. *How can we improve the evaluation of the experience?* How can we measure more accurately the degree to which we are reaching our goals?

4. *In what ways can we provide for more effective synthesis of the learning elements in the student's experience?* It has been said that we, in education, have done a better job of analysis than we have of synthesis in considering learning situations.

5. *Can the technique of assignments to centers be improved in terms of assigning each student to the center most likely to meet his needs?* In assigning 85 students to centers, the last assignment does not always appear to be as appropriately selected as do the first 25 assignments.

6. *Should a textbook or manual for the guidance of the student teachers be used, and if so what form should it take?* We have been experimenting with mimeographed material intended to aid and give direction to the student's learning activities.

(*Continued on page* 18)

*Texts for Vocational Courses*

## MOTOR TUNE-UP MANUAL

*By Ralph M. Everest* — *To be ready in May*

**The basic operating principles of the automobile engine are clearly explained in this book together with complete instruction in each step of the over-all tune-up job. It gives the mechanic the knowledge he needs in order to be sure that the adjustments he makes will accomplish the desired results. There is full explanation, for instance, of the electrical principles of batteries, starter and ignition systems, meters, etc., as well as instruction in analyzing meter and indicator readings accurately. Nearly 200 illustrations provide excellent visual aid. You will find this a highly useable text for auto mechanics courses.**

## AIRCRAFT MECHANIC SERIES

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# Ounce of Prevention...

COWBOYS of just a few years ago would have been puzzled by the illustration at the right. But livestock producers today see it as a picture of a routine job... vaccination of a calf to help keep him healthy.

Livestock producers and meat packers have a common goal: to supply America with all the wholesome, nutritious meat this nation of ours needs. And so at every step of the way—from range, farm and feed lot to the tables of consumers—precautions are taken to produce meat of the best possible quality ... meat that will receive the familiar round purple stamp "U. S. Inspected & Passed." This purple circle, found on every important cut supplied by federally inspected packers, is the housewife's guarantee of good, wholesome meat.

Growing animals are subject to various ailments. Meat, milk, wool and other valuable by-products ... enough to supply a good-sized nation ... are lost on farms and ranches each year. Add to this the lost grain and grass fed to animals which never live to maturity, or fed to unthrifty livestock that gain slowly. Total dollar losses run into billions.

Much has been done toward reducing these losses. New drugs and chemicals, such as the sulfas, penicillin and phenothiazine, are conquering livestock ailments, pests and parasites. But some of these causes of reduced production and profit are stubborn. To lick them will take increased knowledge, cooperation among neighbors and a constant watch for danger signs. But the increased earnings which can result from these efforts make them more than worth while. Production of healthy livestock is the only way to keep the markets for the meat you produce supplied and expanding. In solving your problems your local, state and federal veterinarians are good men to turn to for help.

**Soda Bill Sez:**

*It's a good idea to save tough problems for a brainy day. Dirt farmers and desk farmers both get calluses—but in different places.*

**OUR CITY COUSIN**

April rain and April flood
Make City Cousin a stick-in-the-mud!

## Price Balances Supply and Demand

In the first six weeks of the year livestock and meat prices have dropped with great rapidity. In my 24 years with Swift & Company I have never seen so violent a drop. On the other hand, I have never seen prices start down from so high a level. It is the law of supply and demand at work.

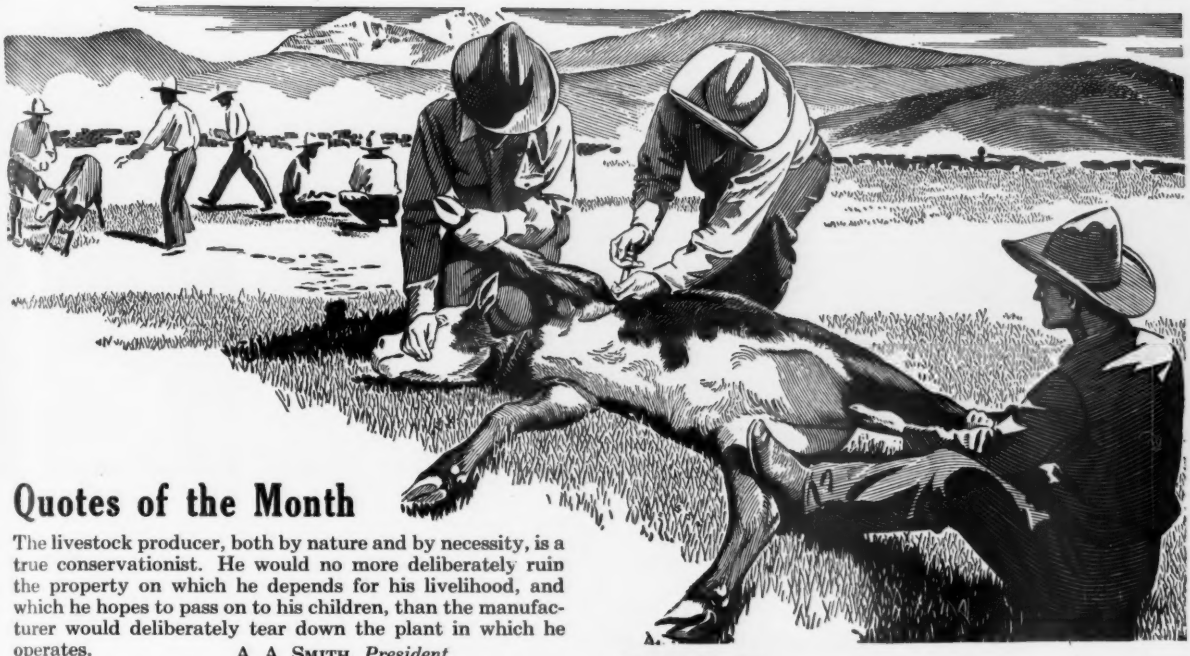
When the wholesale prices of meat—the amount meat packers can get for it—go down, it means lower prices for livestock. It always has been and always will be that way. When demand for meat increases, we are able to pay producers more for their livestock. The prices Swift & Company, and the other 26,000 meat packers and commercial slaughterers, pay for livestock are governed by what they can get for the total available supply of meat and the by-products. As in the past, so in the future, livestock prices will result entirely from the balance between supply and demand.

**Let's Be For Things** Seems to me that most of us spend too much time and blood-pressure being *against* things. Let's be *for* things. Let's be for freedom of choice and initiative. Let's be for a system which allows a man to choose freely his own work, to make his own opportunities, to plan his *own* production. Which lets him decide where and how he lives; how he spends or invests his earnings. Let's be for *our country*, where a man's the boss of his own time, his own thoughts and his own political and religious beliefs. Let's take a good look at the rest of the world, then reverently thank God, and be *for* the United States.

Hope you have a prosperous summer, and we'll be looking forward to being with you again. Meanwhile, if you're in Chicago, plan to visit us at Swift & Company. All of us in the Agricultural Research Department cordially invite you to drop in for a chat. *We'll be looking for you!*

F. M. Simpson
*Agricultural Research Dept.*

**Swift & Company** UNION STOCK YARDS CHICAGO 9, ILLINOIS



## Quotes of the Month

The livestock producer, both by nature and by necessity, is a true conservationist. He would no more deliberately ruin the property on which he depends for his livelihood, and which he hopes to pass on to his children, than the manufacturer would deliberately tear down the plant in which he operates.

A. A. SMITH, *President*
*American National Livestock Assoc.*

Livestock provide one-third of all the food energy in the American diet, and 80 per cent of all the land used to produce the nation's food supply is devoted to livestock production. That is the story of a big business, vital to all Americans.

CHARLES A. BURMEISTER,
*Production & Marketing Administration—USDA*

Large size is not bad in itself . . . on the contrary, it is sometimes needed if full advantage is to be taken of the economics of large scale production and distribution. The enterprises engaged in meeting the varied wants of the American people are enormously diverse . . . There are neighborhoods which can support big stores and other neighborhoods which can scarcely support a little one . . . The capital required to establish a fairly big chain of groceries or baseball teams would not suffice to start a small steel mill . . . The nation has need of small, middle-sized and large business to provide the people with the things they want in the way they want them.

*Chicago Tribune*

### *Martha Logan's Recipe for*
### DELUXE CORNED BEEF HASH PATTIES

*Yield: 4 Servings*

- 1 can corned beef hash
- 2 tablespoons shortening
- ½ cup thinly sliced onion
- 2 tablespoons flour
- 1 No. 2 can peas (2½ cups)
- ¾ teaspoon salt

Melt 1 tablespoon shortening in a frying pan and brown onions lightly. Sprinkle flour over onions and combine thoroughly. Drain juice from peas (approximately 1 cup). Add salt and juice from peas to onions and flour. Cook until sauce has thickened. Add ½ cup peas, stirring gently. Open can of hash at both ends. Push hash out on a board. Slice in four portions. Brown in 1 tablespoon shortening in a frying pan. Serve Corned Beef Hash Patties with vegetable sauce.

*W. B. Nevens*

## Planning a Better Pasture Program

By W. B. Nevens
Illinois Agricultural Experiment Station

Better pastures mean more meat, more milk and more money. Pastures on most farms may be improved by the use of good planning and the materials at hand, without a large cash outlay.

The pasture season can be extended by rotating pasture crops. In the Corn Belt, winter rye or winter barley might be planted after a small grain crop or the harvesting of corn for silage. This furnishes pasture in late fall and early spring. In late May, this land may be planted to sweet Sudan grass for summer pasture. Or, following the winter grain crop, grass, plus alfalfa, sweet clover, Ladino clover, or other legumes may be alternated with Sudan pasture. In the southern part of the Corn Belt and South Central states, lespedeza has been a marvelous crop for extending and improving late summer and fall pastures.

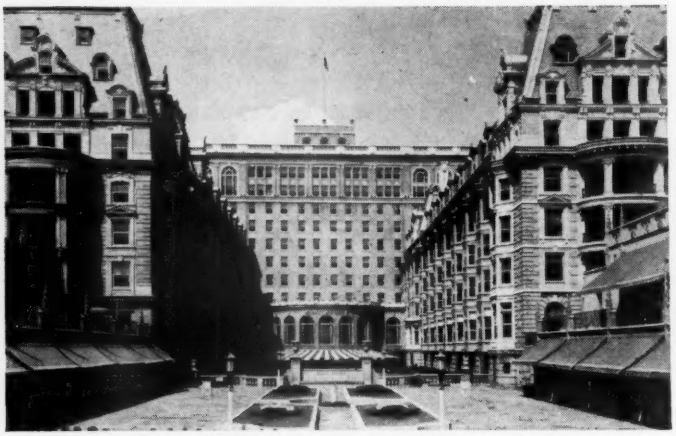
In the extreme south, Bahia grass and Coastal Bermuda grass show much promise of improving pasture crops. Kudzu and lespedeza are helping to increase pasture forage yield in many Southern states. In the Great Plains and Inter-Mountain areas, crested wheatgrass and improved native grasses are being widely used. In Northern states, bromegrass, tall fescue (Alta or KY-31), orchard grass, and Ladino clover are definite possibilities.

Adequate fertilization is of utmost importance in increasing the yield of pastures and extending the length of the pasture season. Barnyard manure is one of the best—plus lime and commercial fertilizer—if soil tests show their need.

Consult your state Agricultural Experiment Station for most recent recommendations on how to improve your pastures.

• • NUTRITION IS OUR BUSINESS — AND YOURS • •
*Right Eating Adds Life to Your Years — and Years to Your Life*

# 1949 AVA ATLANTIC CI



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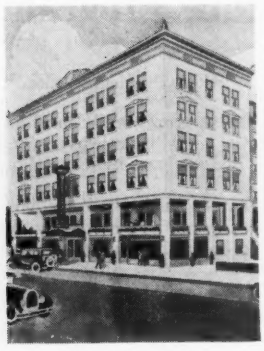

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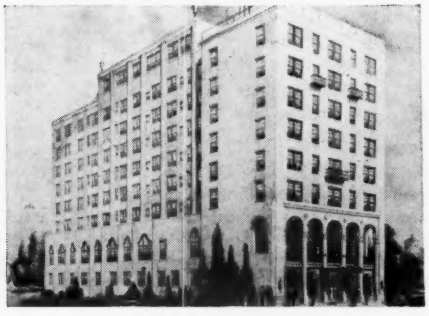

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# ...ALSFOR CONVENTION PLANS

# LOOKING TOWARD MARRIAGE

VALERIA KRAKKER
*Homemaking Teacher*
*Peck, Michigan*

A SERIES of evening meetings for out-of-school youth in Sanilac County, Michigan, proved to be a significant contribution to young people's understanding of an important common problem. The whole program had its beginning in the modern living class for seniors at the Elk Township Unit School at Peck, Michigan. Peck is a rural community of about 500 located in the "thumb" of Michigan. The seniors had progressed from the study of personality and the individual's relationship to the people around him, to his social responsibilities in his community, and then to boy and girl friendships, dating, and marriage. One day a girl who dates a boy who is out of school made the remark, "I wish my boy friend could be in on a discussion like this." The class had been encouraged to suggest their own activities in the various units, and they took up this idea quickly. It evolved into a youth center with the series of discussions as the core.

The seniors made up the mailing list of about 175 young people from their own circle of relations and acquaintances. They sent out announcements of each week's program, helped plan the program, acted as hosts and hostesses in the building, and did the cleaning up. Their six-week unit on "Looking Toward Marriage" coincided with the youth sessions, so they were all set to get things going at the night classes.

The series was made up of six meetings, three hours each. The ages of the young people ranged from 16 to 26, none of them in school at the time except for the members of the senior class who came to help. Their educational backgrounds varied from grade school to high school, with a few college students who attended when they were home on vacation between semesters. Most of the boys were farmers; some were factory workers, truckers, store clerks, and ex-service men. Most of the girls worked in factories and as store clerks. The proportion of boys to girls was 3 to 1, with the attendance varying from 38 to 60. The total enrollment was 74.

Two other groups besides the seniors, the Sandusky and Melvin Junior Farm Bureaus, were instrumental in bringing memberships to the classes.

The high school rooms at Peck, which accommodate about 85 high school students, were used for the youth sessions. The small homey rooms were just right to achieve the friendly informal atmosphere that was characteristic. The serious part of the program was conducted in the study hall; afterwards, square dancing in the "Ag" room, cards and checkers in the living room of the homemaking department, and corn popping and fudge for the amateur cooks in the kitchen. The juke box fans had the upstairs for the "swing and sway."

Various techniques were used for the program, but they were always planned to top off the series with some fun. Always each person present was encouraged to make some contribution to help him feel that he was an active participant. The subject matter was brought down to earth to the young person's point of view and in his language, avoiding the stiff academic approach, but still maintaining a wholesome, socially desirable philosophy. Subject topics for the successive meetings included: "Personality and How to Be Popular," a panel discussion; "Dear Hunting," an open discussion; "Going Steady," a round table made up of engaged couples; "Altar Bound," with a guest speaker from the Sandusky Health Department; "Getting Ready for Parenthood"; and a talk on "Marriage Adjustments" by a prominent judge.

The whole program was approved as an adult class reimbursed by the State Board of Control for Vocational Education in the homemaking department, and, judging by the evident interest of the students, the project was a fine investment in practical education. A question-box, used at every meeting for unsigned questions from students, yielded an interesting variety of frank, pertinent and challenging questions for discussion. Each student also gave an evaluation of the previous week's meeting on a mimeographed form provided, and from these evaluations much was contributed toward improving subsequent classes. The social activities following the class meetings did much to add interest and attendance, as well as providing a definite educational value in themselves. These young people were learning together and playing together—the educational gain was substantial.

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### TOWARD BETTER TEACHERS

(*Continued from page* 13)

7. *What should be the criteria for determining the qualification of a student for assignment to student teaching?* This might be worthy of consideration as a research topic.

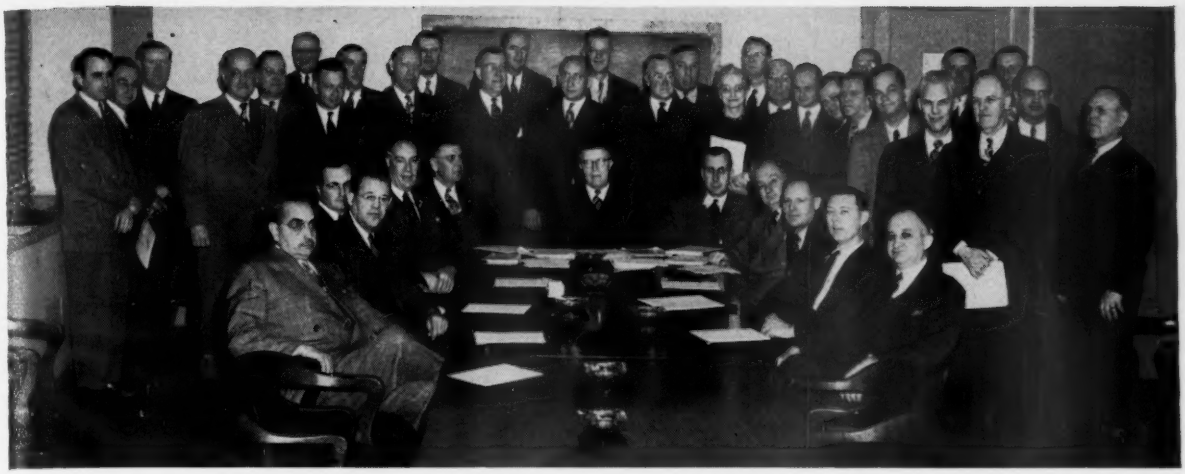
8. *How important are seemingly indirect values of the program, such as:*

a. *Placement of our graduates.* Not just getting them a job, but placing them in the type of position where they are most likely to make the maximum contribution.

b. *Recruiting of college students.* Not just getting more students, but in getting the student who actually wants and can profit by the training which the college offers.

c. *Service to the schools used as centers.* Not just providing an additional teacher at no cost, but through the presence and action of the student teacher, to stimulate, enrich, and to broaden the program then in operation. Some principals and master teachers have volunteered the statement that they believe our student teaching program actually has resulted in improving their own school programs.

These are examples of points on which we earnestly invite suggestions. This is a serious invitation, for I suspect that we shall always be trying to improve the program, and I am sure we are interested in and can profit from the experience and counsel of others.



**The Board of Trustees of the Future Farmers of America Foundation, Inc., members of the Office of Education staff and others interested in the Foundation met recently with representatives of business and industrial firms that are donors to the Foundation to discuss the program for 1949.**

Two important new steps were taken in the recent 1949 meeting of the Board of Trustees of the Future Farmers of America Foundation, Inc., at Washington. The Board set up a new F.F.A. award, to be known as the "Soil and Water Management" award, and made provisions for the Foundation to take over full sponsorship of the "Star Farmer of America" awards. Assuming sponsorship of the Star Farmer awards was the final step in policy to bring all national FFA awards under the Foundation. The awards had been sponsored for the past twenty years by the Weekly Kansas City Star.

Board members present for the meeting included W. F. Stewart, Ohio; Bert Brown, Washington; John Lowe, West Virginia; S. D. Anderson, South Carolina; Byron McMahon, California; R. E. Manire, Texas; E. P. Hilton, Kentucky; Dowell J. Howard, Virginia; and from the Office of Education, W. T. Spanton, E. J. Johnson, D. M. Clements, R. E. Naugher, H. B. Swanson, and A. W. Tenney.

One day of the week's meeting was with the Foundation Sponsoring Committee, composed of representatives of donors. Donor representatives present included C. L. Mast, Agricultural Leaders' Digest; R. L. Smith, Allis Chalmers Mfg. Co.; Everett Mitchell, representing Armour & Company; F. A. Wirt, J. I. Case Co.; Gordon Leith, Consumers' Cooperative Ass'n; J. T. Bingham, Country Gentleman Magazine; David Meeker, Dearborn Motors Corp.; H. F. Linde, Deere & Company; Horace Millhone, Firestone Tire & Rubber Co.; George A. Rietz, General Electric Co.; G. P. O'Connell, General Motors Corp.; Frank W. Jenks and W. T. Schnathorst, International Harvester Company; A. F. Davis, James F. Lincoln Arc Welding Foundation; H. E. Nickloy, Mid-States Steel & Wire Company; R. V. Mullen, Sears Roebuck Foundation; H. L. Porter, Standard Oil Company of Indiana; W. F. Roth, Standard Oil Company (Incorporated in Kentucky); W. B. Dickson, Westinghouse Educational Foundation.

Others present at the Sponsoring Committee included John M. Collins, editor, the Weekly Kansas City Star; L. H. Dennis, Executive Secretary, American Vocational Association; R. W. Gregory, Assistant Commissioner for Vocational Education, Office of Education; Miss Edna P. Amidon, Chief, Home Economics Education, Office of Education; and others from the Office of Education: A. H. Hollenberg, W. N. Elam, R. M. Stewart and James H. Pearson.

**National Officers of the Future Farmers of America were entertained at a luncheon by the American Institute of Cooperation on the occasion of the annual meeting of the FFA Board of Trustees. The American Institute of Cooperation was represented by Dr. Karl Butler, President, and Howard McClarren, Director of Youth Activities. FFA National Officers present were: Doyle Conner, President; Paul Lindholm, First Vice President; Dale Hess, Second Vice President; Bill Michael, Third Vice President; Alton Brazell, Fourth Vice President; and Max Cobble, Student Secretary.**

*See* **THE FARMALL C**

# MORE CORN... FEWER NUBBINS

Here is the newest development in corn planters, a clutchless, two-row planter that checks, drills, or hill-drops . . . to the *fertility level of your field.*

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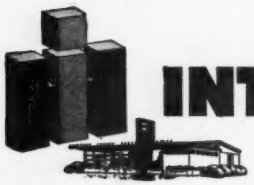

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## ASSOCIATION NEWS

• The annual convention of the **Illinois Vocational Association** was held at the Pere Marquette Hotel, Peoria, Illinois, on March 24-26. Speakers included Mr. Leo Bent, Director of Counseling Services, Bradley University; W. M. Owen, Assistant Director of Training, Caterpillar Tractor Company; Dr. S. A. Hamrin, Northwestern University; and Kenneth McFarland, Superintendent of Schools, Topeka, Kansas.

* * *

• The **Pennsylvania Business Teachers' Association** Meeting which will be held in Reading, Pa., on Saturday, May 7, will include a Distributive Education section.

* * *

• The annual meeting of the **Pennsylvania Vocational Association** will be held on June 22, 23, and 24. Mrs. Helen Laing, Hughesville, Pa., is in charge of reservations.

* * *

• The annual convention of the **Indiana Industrial Education Association** will be held at Turkey Run State Park on April 28, 29 and 30th. Plans for the convention include a banquet, special session meetings, and a variety of commercial exhibits.

* * *

• The **New York State Vocational & Practical Arts Association** Convention to be held in Albany, N. Y., on April 19-22, will feature three general meetings for the entire attendance. Section meetings on specialized interests are planned for all fields of vocational and practical arts education. Representatives from commercial companies will display the latest instructional materials, supplies, and equipment, and each section of the Association will have an educational exhibit. AVA President E. L. Williams will address the general session on Wednesday, April 20th.

The annual banquet, which will be held at the DeWitt Clinton Hotel, with a program of music, singing, one speech, and dancing, will be a highlight of the convention. It will be attended by AVA Executive Secretary L. H. Dennis, New York State Commissioner of Education Francis T. Spaulding, and the Most Reverend William A. Scully, Coadjutor Bishop of Albany.

* * *

• The **California Industrial Education Association** Convention was held in San Diego, California on March 25 and 26.

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• A committee of the **Maryland Vocational Association** has been actively working on arrangements for a Statewide Meeting for Vocational Education Leadership. At a meeting held on February 11th, final plans were formulated for the meeting to be held in the Spring of 1949, which will include all organizations interested in vocational education. The theme for the meeting will be "Life Adjustment through General Education" and the date of the meeting has been tentatively set for April 9th. John J. Seidel, Assistant State Superintendent for Vocational Education, requested the President of the Maryland Vocational Association to call the meeting in the hope that successful meetings of like nature held prior to the war would aid in helping to focus favorable interest for Vocational Education in Maryland.

L. to R.: Verne L. Pickens, DeWitt Hunt, Stanley Pawelek, Roy G. Fales, Frank C. Moore, John R. Ludington, L. H. Dennis

• Representatives of the AVA **Industrial Arts Policies and Planning Committee** met in the Washington AVA office on February 28 and March 1 for the purpose of discussing the problems presently confronting teachers, supervisors and administrators and to plan activities of the Industrial Arts group for the year ahead. In attendance were Roy C. Fales, Supervisor of Industrial Arts, Albany, New York, Chairman; Verne L. Pickens, Director of Practical Arts, Kansas City, Missouri; Stanley Pawelek, Supervisor of Industrial Education, Baltimore, Maryland; DeWitt Hunt, Head, Department of Industrial Arts, Oklahoma A & M College, Stillwater, Oklahoma. Attending, ex-officio, were John Ludington, Specialist in Industrial Arts, U. S. Office of Education, Washington, D. C., and Frank C. Moore, AVA Vice President for Industrial Arts Education, Cleveland, Ohio.

The conference agreed on the desirability of compiling a small bulletin outlining the characteristics of a good industrial arts program. Preparation of such a bulletin will be proposed to the Committee on Research and Publications for approval of the AVA Executive Committee before the 1949 AVA Convention.

Suggestions for Industrial Arts activities at the Atlantic City AVA Convention to be held from December 6 to December 10 were carefully considered, and preliminary convention plans prepared. At the conclusion of the two-day meeting, the Industrial Arts leaders pointed to the need for continued support of the AVA, observing that "only through an organization such as the American Vocational Association can we hope to make progress. It is our sincere hope that all people interested in the maintenance and promotion of a strong industrial arts program avail themselves of the opportunities offered by this Association."

• The Eleventh Annual **Industrial Arts Spring Conference** at the Oswego State Teachers College will be held on May 5th and 6th with "Industrial Arts for the One Hundred Percent" as a general theme.

Dr. John R. Ludington, Specialist in Industrial Arts for the U. S. Office of Education will deliver the keynote opening address as well as the Thursday evening banquet address. Other speakers include Dr. Harry V. Gilson, Associate Commissioner of Education for New York State; Frank Johnson, Chief of the Bureau of Industrial and Technical Education; John B. Veach, representative of the Hardwood Corporation of America; Peter Furnari, Chairman of the New York State Steering Committee; L. F. Livingston, Manager of the Extension Division of the E. I. DuPont deNemours Co.; and Glenn Wagner, formerly of the New York State Education Department.

Demonstrations and exhibits by commercial manufacturers at the Conference will feature a display of new machinery for the Industrial Arts shop.

* * *

• The **Texas Vocational Association** will hold its annual state convention in San Antonio, Texas, April 14-16, 1949. Mr. E. Esten Day, President of the Texas Vocational Association, will preside over the sessions of one of the largest and most vigorous state vocational associations affiliated with the AVA. The Texas meeting takes on added importance for the AVA in 1949 inasmuch as the 1949 AVA President, E. L. Williams, is from Texas, as is also J. J. Brown, AVA Vice President for vocational rehabilitation.

* * *

• The Executive Board of the **Florida Vocational Association** has made arrangements with the staff of "The School Director" by which that magazine, published monthly in Tampa, Florida, will serve as the official organ of the Florida Vocational Association. With a circulation of over 5,000 copies a month among school teachers and administrators throughout the State of Florida, "The School Director" should do much to further the cause of vocational education in that state. The February issue was the first to carry Florida State Association news under this arrangement.

* * *

• The 1949 convention of the **Council of Guidance and Personnel Associations,** of which the Alliance for Guidance of Rural Youth is a constituent organization, will be held at the Stevens Hotel in Chicago, April 18-21, 1949. Dr. Daniel Prescott, Director of the Child Study Institute, will lead a discussion on Practical Attacks on Guidance Problems in Rural Areas on April 20th at 8 P.M.


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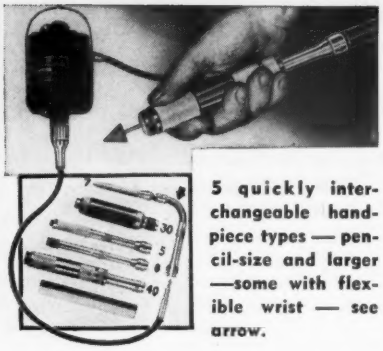

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# PERSONALS

**Elmer Lightfoot,** who has been transferred to the position of Supervisor of Agricultural Education in the Michigan State Office of Vocational Education, has been replaced by Thomas Kerry as Supervisor of Veteran's Institutional On-Farm Training.

* * *

**Albert R. Spillman** has been appointed Professor of Education at The City College, New York, N. Y., where he will organize a new department of industrial arts and vocational education. Professor Spillman was formerly Supervisor of Trade Subjects, Division of Vocational Education, New York City Board of Education.

* * *

**Dr. Charles A. Prosser,** who, several weeks ago, suffered rather severe injuries from a fall, is now convalescing at his home. Dr. Prosser's recovery seems to be quite steady. We are glad to report that he is in good spirits.

* * *

**S. Grant Conner,** Professor, Industrial Education, State Education Department, New York, N. Y., has accepted the directorship of the Andre Bulova School of Watchmaking, Woodside, N. Y.

The Bulova School has provided free instruction to selected disabled veterans since its establishment several years ago, and an expanded program is currently being developed to meet the needs of the jewelry trade.

* * *

**Charles T. Klein** has been appointed director of public employee training for the New York State Civil Service Commission. This position, which is the first of its kind in New York State, will include advising and assisting state department and local government units in determining needs for, and in establishing and maintaining in-service training programs for public employees. Dr. Klein formerly supervised apprentice training in the New York State Education Department.

* * *

Our JOURNAL readers will be interested to learn that Utah State Superintendent E. Allen Bateman has selected **Mark Nichols** for the position of State Director of Vocational Education. For several years this position has been held by the State Superintendent himself. Mr. Bateman, being a good friend of vocational education, and having served as State Director of Vocational Education, is aware of the many pressing problems with which vocational education is involved. He has decided that the position of State Director of Vocational Education should be held by someone experienced in vocational education who is devoting his entire time to this field of vocational education service. His selection of Mark Nichols will meet with favor and general approval. We compliment both Superintendent Bateman and Mark Nichols.

* * *

**Robert M. Winger** has accepted the position of Supervisor of Public Service Training, Trade and Industrial Education Division, Michigan State Board of Control for Vocational Education. **Arthur Hansen** has been appointed to Mr. Winger's former position as Chief of the Veterans' Vocational Training Division, Office of Vocational Education.

**Harry O. Sampson**

**Harry O. Sampson** has been awarded a citation for distinguished service in New Jersey agriculture by the New Jersey State Board of Agriculture, in appreciation for his outstanding contributions to vocational agriculture education. The citation notes that Mr. Sampson was the first teacher of agriculture in any American high school and that from this pioneering venture the fundamental principles of vocational agriculture were established. Mr. Sampson is serving as State Supervisor of Agriculture Education at New Brunswick, New Jersey.

* * *

**Edward Guy Stapleton,** who for 28 years has been associated with the Baltimore County public schools, has been appointed superintendent of schools to succeed Raymond S. Hyson, who died last August, according to an announcement made by Ernest E. Wooden, president of the Baltimore County Board of Education. Mr. Stapleton has been acting superintendent since the death of Mr. Hyson.

Mr. Stapleton began his professional career in 1920 as a teacher of vocational industrial subjects and industrial arts at Sparrows Point H. S. After several more years of teaching, he was appointed principal of the Parkville Elementary School and subsequently served as principal of Sparks H. S., Kenwood H. S., and Towson H. S. In 1937 he was made assistant superintendent of schools in Baltimore County and in 1946 associate superintendent. He is a graduate of Johns Hopkins University and received his master of education degree at the University of Maryland.

* * *

**John P. Walsh** has accepted a position as Director of Trade Schools in the State Education Department, Concord, New Hampshire.

* * *

**C. Thomas Olivo,** formerly Director of Curriculum Research, Delmar Publishers, Albany, New York, has been appointed Supervisor of Vocational Curriculum Development and Teacher Training in the New York State Education Department. Before joining the Delmar publishing firm, Mr. Olivo completed a special supervisory assignment at the Warton American Technical School, Warton, England.

* * *

**E. G. Simmons,** New York State Education Supervisor in the Private Trade School Office, was recently appointed to the position of Industrial and Technical Education Consultant in the Bureau of Industrial and Technical Education. He has been assigned to general supervision of private trade schools and correspondence schools.

* * *

**Dr. Carsie Hammonds,** Head, Division of Vocational Education, University of Kentucky, is on nine month's sabbatical leave. Thomas Hankins has been appointed Acting Head of the Division of Vocational Education.

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### MINNESOTA LEGISLATIVE PROPOSALS

John A. Butler, Assistant Director of the Dunwoody Industrial Institute and Chairman of the Minnesota Vocational Association Legislative Committee calls our attention to the fact that the MVA has proposed the following legislation for vocational education:

1. Tuition payment to secondary and area vocational-technical schools providing vocational instruction to students from other districts.
2. Transportation aid for pupils attending vocational courses in secondary and area vocational-technical schools from other districts.
3. Classification and definition of vocational school and area vocational-technical school.
4. Extension of state aid on basis of 1½ pupil unit for post-high school vocational education in the area vocational-technical school and junior college.
5. Earmarked special vocational fund of $750,000 per annum to be used for vocational part-time and adult education and additional state matching funds in accordance with provisions of the Minnesota State Plan covering federal and state aid to vocational classes.
6. Creation of a Commission on Vocational Education and $15,000 per annum appropriation therefor.
7. Enabling legislation providing for expenditure of authorized vocational funds by the State Department of Education for itinerant instructors of vocational classes including related instruction for apprentices upon request of the local school district.
8. Reimbursing of school districts or state supported institutions for salaries and necessary travel of itinerant vocational teachers, defined as a vocational teacher employed to give part-time or periodic vocational instruction in one or more school districts.

Minnesota already has provision for apprentice related training as a public school responsibility in the Voluntary Apprenticeship Law, Chapter 363, enacted 1939 session, Minnesota Legislature.

### DUNWOODY ELECTS TWO NEW TRUSTEES

For the first time in the history of Dunwoody Institute at Minneapolis, Minnesota, a man actively connected with education has been elected to the Board of Trustees. He is Laurence Gould, president of Carleton College in Northfield, Minnesota, who was elected at the January meeting of the Board. President Gould's election also marks the first time a man from outside the Twin Cities has been elected to the Board.

Also elected at the January meeting was Justus F. Lowe of the Justus F. Lowe company in Minneapolis. Mr. Lowe will serve in the capacity of investment counselor for the Board of Trustees. The election of these two men brings the Board up to its full complement of 15.

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An International Congress of Education will convene in July at Santander, Spain, in celebration of the third centennial of San Jose de Calasanz. Information on the convocation may be obtained from Vice-Secretary Esteban Villarejo, Consejo Superior de Investigaciones Cientificas, Serrano 123, Madrid, Spain.

### NEW YORK CITY TEACHERS' COURSE IN ATOMIC ENERGY EDUCATION

Commissioner Sumner T. Pike of the United States Atomic Energy Commission congratulated the Mayor and the Board of Education of the City of New York for being the first United States city to sponsor education in atomic energy in a professional manner. Commissioner Pike spoke at the first meeting of the Teachers In-Service Course entitled "Atomic Energy and the Schools," and pointed out that the course recognized that atomic energy is not a separate, isolated subject but that it involves many areas such as history, geography, sociology, as well as physics, chemistry, and biology. The course is designed to keep abreast of the fast-moving developments in atomic energy and especially to overcome the dangerous tendency to consider atomic energy to be the sole property of the so-called "experts." Aim will be to equip teachers with the necessary facts and understanding to enable them to successfully impart to students a realistic attitude toward the tremendous significance of atomic energy.

### PROPOSED CHILD-LABOR AMENDMENTS

A bill proposing amendments to the Child Labor Provisions of the Wage-Hour Act will be introduced in the 81st Congress and will aim at closing existing "loopholes" in the present law under which several industries have been able legally to employ school age children in interstate commerce. The amendments will propose simple changes in wording of the present act which will eliminate a continuation of practices in some industries resulting in large scale employment of school-age minors.

**Labor, industry, civic, educational and Federal leaders took part in graduation of 140 building trades apprentices in Detroit December 11th at the Federation of Labor Temple. Seated, left to right, Hix Griffiths, attorney; Frank X. Martel, Detroit Federation of Labor; Finlay C. Allan, Detroit Building Trades Council; Maurice M. Hanson, U. S. Department of Labor; Standing: Councilman L. C. Miriam; Andrew McFarlane, Detroit Building Trades Council; C. W. Spain, apprentice training school; Arthur Dondineau, superintendent of schools; Ralph C. Wenrich, assistant superintendent for vocational education; David H. Williams, American Institute of Architects, and Thomas P. Ross, Bureau of Apprenticeship, U. S. Department of Labor**

## TRI-STATE GUIDANCE CONFERENCE IN NEW BRUNSWICK

The North Atlantic Regional Conference for New York, New Jersey and Pennsylvania was held jointly by the National Vocational Guidance and the New Jersey Guidance and Personnel Associations at Rutgers University, New Brunswick, N. J., on January 14 and 15. Franklin Connolly, Supervisor, Occupational Information and Guidance, Department of Education, Trenton, New Jersey, served as Regional Chairman, assisted by Dr. William Atkins, President, Guidance and Personnel Association of New Jersey, and an Executive Committee with representatives from all three states.

The theme of the conference was: Vocational Guidance—A Shared Responsibility — School, Community, Industry. Outstanding authorities in each of these areas participated in the program. They stimulated considerable discussion among the 175 who attended. They presented challenging problems facing youth today and gave many realistic suggestions for meeting them. Some of the most provocative ideas were brought together and analyzed in a very inspiring summary by Professor Robert Hoppock, Chairman, Department of Guidance and Personnel Administration, New York University. In highlighting the contributions of the speakers, he stressed the importance of paying attention to "the things that count, rather than to the things that can be counted easily." He pointed out how each of the speakers had touched upon "the things that count" and that we should continually strive to improve the services of the school by giving students help in the things that really give them preparation for living today as well as tomorrow.

Words of greeting were extended by Dr. Robert Clothier, President of Rutgers University, and Dr. C. E. Partch, Dean, School of Education, Rutgers University, and Dr. William Atkins, President, Guidance and Personnel Association of New Jersey.

## School of Home Economics at Penn State

The reorganization of the Department of Home Economics as a School of Home Economics, effective January 1, 1949, has been announced by the Board of Trustees of The Pennsylvania State College. A convocation in recognition of the new school was held in the Schwab Auditorium on February 8th and a program of demonstrations, talks, and exhibits took place in the Home Economics Building on February 9th and 10th. Grace M. Henderson has been appointed Dean of the new school. Miss Henderson recently completed a 3-year term as a vice president of the American Vocational Association.

## UNESCO Conference

The Second National Conference of the United States National Commission for the United Nations Educational, Scientific, and Cultural Organization will be held in the Cleveland Auditorium, Cleveland, Ohio, March 31 to April 2, 1949. The purpose of this conference is to give information on UNESCO's program and on the work being done by organizations, institutions and communities of the United States in furthering UNESCO objectives as well as to stimulate further activity in the United States during the next two years on UNESCO objectives. All reservations for conference delegates are being handled through the Cleveland Convention and Visitors Bureau, Inc.

### TOLEDO FOREMEN'S CLUB

Vocational education and industry cooperation is being realistically demonstrated in Toledo, Ohio, where the Toledo Foremen's Club, made up of foremen from most of the large industrial plants in Toledo, is conducting meetings at the Macomber Vocational High School. Leaders in vocational education in Toledo are active in the Foremen's Club program, which is aimed at better supervisory leadership through a management development program.


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## SHALL AVA PREPARE VOCATIONAL STANDARDS?

The Washington AVA office has frequently received suggestions from vocational educators throughout the country that AVA should take the initiative in preparing standards for the various teachers in vocational schools to be used as a guide in the evaluation of vocational programs. Some suggestions go even farther, with the proposal that such standards be utilized to accredit vocational schools, with AVA serving as the accrediting agency in a manner similar to the accrediting associations now in existence for academic institutions. The Washington AVA office will welcome expressions of opinion as to the merits of these suggestions from members and friends of vocational education.

## New U. S. Commissioner of Education

President Truman's appointment of Earl James McGrath as Commissioner of Education has been confirmed by the Senate, and Dr. McGrath will enter on his new duties immediately, according to Oscar R. Ewing, Federal Security Administrator. Acting Commissioner of Education Rall I. Grigsby has been carrying on these duties since the resignation of John W. Studebaker last July.

Born in Buffalo, N. Y., Dr. McGrath graduated from the Buffalo Technical High School in 1920. He received his B.A. degree in 1928 and his M.A. in 1930, both from the University of Buffalo. In 1936, he received his Ph.D. degree from the University of Chicago. The degree of Doctor of Humane Letters was conferred on him by Coe College, Iowa, in 1946.

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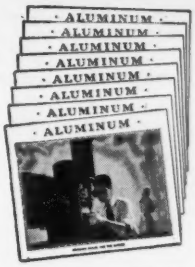
**RIVETING ALCOA ALUMINUM**—56 pages; 19 illustrations; 19 tables—Detailed information on riveting aluminum and its alloys. Covers strength and proportions of riveted joints, driving methods, and selection of rivet alloy. Also, brief account of aircraft riveting.

**FINISHES FOR ALCOA ALUMINUM**—64 pages; 60 illustrations—A handbook which discusses the many kinds of finishes that can be applied to aluminum by mechanical, organic, chemical, electrochemical, and electroplating methods. 4-color plates show actual finishes.

**WELDING AND BRAZING ALCOA ALUMINUM**—134 pages; 52 illustrations; 18 tables—Complete information on torch, arc, resistance welding, and brazing of aluminum. Includes a discussion of the recently developed tungsten-arc welding method. Six full-color illustrations of welding flame adjustments.

**MACHINING ALCOA ALUMINUM AND ITS ALLOYS**--68 pages; 21 illustrations; 6 tables—Useful information on tools best fitted for machining, drilling, reaming, tapping and threading, sawing and filing aluminum; speeds and feeds; and general machining practice.

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**FILMS FROM ALCOA'S LIBRARY**—The Alcoa Library contains a great store of how-to-do-it motion pictures that tell in detail how to form, join, machine, finish and work this versatile metal, aluminum. All of these films are aimed at instructing in aluminum-working techniques and have special appeal for young men learning to fabricate and assemble aluminum articles.

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# Books and Bulletins

## GENERAL

*Business English in Action,* by J. C. Tressler and Maurice C. Lipman. D. C. Heath and Company, Boston, Mass., 1949. 529 pages, $2.80. Illustrated.

A practical and complete text which covers all phases of Business English, this book presents a wide coverage of business speech and features the Tressler language-activity and reference handbook organization. Numerous cartoons by Wyncie King are employed by the authors to dramatize important points.

*Your Personal Economics,* by Augustus H. Smith, Gladys Bahr, and Fred T. Wilhelms. McGraw-Hill Book Company, 330 West 42nd St., New York 18, N. Y., 1949. 458 pages, illustrated. $2.40.

This new basic text on consumer problems brings to 9th and 10th grade students clear understanding of all the basic problems faced by consumers. Teaching aids and a list of correlated visual aids are given. A complete Teacher's Manual is available.

*Education for an Industrial Age,* by Alfred Kaehler and Ernest Hamburger. Published for The Institute of World Affairs by the Cornell University Press, Ithaca, N. Y., 1948. 334 pages, $3.75.

An exploration of the relationship between the economic structure and the educational system of the United States. Detailed proposals are set forth for a program of adequate vocational preparation which can be integrated with general education.

*Intellectual Abilities in the Adolescent Period,* by David Segel. Bulletin 1948, No. 6, Federal Security Agency, Office of Education, Washington, D. C. 41 pages, 15 cents.

A statement of the principles of the growth and significance of intellectual abilities and implications for the educational program, this report is based upon special studies made in the Office of Education, together with studies of results of the psychological research of various other investigators. It offers a comprehensive outline of the fundamental principles of mental ability and mental traits of adolescents and gives implications for the curriculum and for guidance programs. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

## GUIDANCE

*Growing Up,* by R. Floyd Cromwell and Morgan D. Parmenter. Guidance Publications, Box 89, Buffalo 1, N. Y., 1948. 64 pages, illustrated. $.50.

This text-notebook is planned particularly for use in group work related to guidance in grades 7, 8, and 9. Containing text material and assignment pages, it is bound in such a way as to make possible the insertion of additional pages by the student. Fifty or more copies are sold at a price of 45 cents each.

*Career Plays for Young People,* by Samuel S. Richmond. Plays, Inc., 8 Arlington Street, Boston, Mass., 1949. 342 pages, $3.50.

A group of plays created for the purpose of helping young people understand the requirements of certain careers and the possibilities in them. Each play dramatizes an occupational situation and points up pertinent information. No royalty need be paid by schools, clubs or similar amateur groups for stage performances of these plays.

*Nursing for the Future,* by Esther Lucille Brown. Russell Sage Foundation, New York, 1948. 198 pages, $2.00.

A report prepared for the National Nursing Council, this book attempts to discover how education for this essential profession can be molded to meet the present needs of society. The author is Director of the Department of Studies of the Professions of the Russell Sage Foundation.

*Facts About Nursing,* 1948, American Nurses' Association, 1790 Broadway, New York 19, N. Y. 106 pages, $.35.

An important feature of this 11th edition is an estimate of the number of professional nurses in the United States for 1948 which is broken down by geographic area, field of nursing, age group, and marital status. Here is a valuable source book for those connected with nursing and allied professions.

## INDUSTRIAL

*Practical Shop Mathematics* (Volume I: Elementary) by John H. Wolfe and Everett R. Phelps. The McGraw-Hill Book Company, 330 West 42nd St., New York 18, N. Y., 1948. 371 pages, $2.40.

This new third edition offers a complete revision, brings material up to date, and includes new material on slide rule computation and theoretical trigonometry. New algebra and geometry problems on the quadratic formula are also featured in this text.

*The Handbook of Plastics,* by Simonds, Weith and Bigelow. D. Van Nostrand Company, Inc., 250 Fourth Ave., New York 3, N. Y., 1949. $25.00.

Two tables of contents, a list of trade names and trade marks, a general glossary and a chemical glossary facilitate quick reference and usage of information contained in this new second edition. Representing an exhaustive coverage of an important industry, this reference work includes up-to-date information in connection with valuable new discoveries on all types of plastics and plastic materials as well as a complete survey of new processes, products and technological advances.

*Introductory Radio,* by H. J. Hicks. The McGraw-Hill Book Company, New York, N. Y., 1949. 393 pages, $3.20.

Especially designed for beginning high school classes in radio, this book requires no previous knowledge of radio, electricity, or magnetism. All the projects presented are tested, practical, and usable, and require only simple equipment. Topics for discussion and review are offered at the end of each chapter. A complete Teacher's Manual is available.

*Automotive Fundamentals,* by Irving Frazee and Earl L. Bedell. American Technical Society, Chicago 37, Illinois, 1949. 549 pages, $4.90. Illustrated.

(*Continued on page 27*)

Top of Our List

*We get so excited about our new books that we often neglect to remind you of texts published back in 1948, and even before! These are our everyday best sellers! If there are any here you do not know, let us send them on approval.*

MACHINE SHOP THEORY AND PRACTICE—*Wagener & Arthur.* Officially adopted for the Ford Motor Company Training Department.

SWOOPE'S LESSONS IN PRACTICAL ELECTRICITY—*Hausmann.* 18th Ed.

MATHEMATICS OF THE SHOPS — *McMackin & Shaver.* 2 Ed.

HOME CRAFTS HANDBOOK — *Haines.* Also available in 7 small books, one for each craft.

INDUSTRIAL ELECTRICITY — *Nadon & Gelmine.*

TELEVISION SIMPLIFIED — *Kiver.*

TELEVISION AND F-M RECEIVER SERVICING — *Kiver.*

ELEMENTARY RADIO SERVICING — *Wellman.*

HOME MECHANICS HANDBOOK — *Haines.* Also available in 6 small books.

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FURNITURE MAKING AND CABINET WORK — *Pelton.*

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## BOOKS AND BULLETINS

(*Continued from page* 26)

The first of 10 proposed volumes covering the entire field of automotive maintenance and operation, this book is designed to meet the needs of automotive workers. The table of contents lists chapters on Fundamentals of Science, Automotive Vehicles, Power Transmission, and Suspension and Steering.

*Fundamentals of Soft Soldering,* by Charles Yerkow. The Manual Arts Press, Peoria 3, Illinois, 1949. $2.25. Illustrated.

All steps in the uses of soldering irons, fluxes, burners, and metals to be fused are demonstrated in large clear pictures in this first complete book on soft soldering which has been planned to meet the needs of the junior high school level.

### HOME ECONOMICS

*Helping Families Plan Food Budgets,* prepared by the Bureau of Human Nutrition and Home Economics, Agricultural Research Administration, U. S. Department of Agriculture, Washington, D. C., 1948. $.15.

This paper-covered pamphlet offers low and moderate cost weekly food plans for families of various sizes. Tables of recommended daily dietary allowances are included. Copies may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.


**NEW BOOKS**

**Upholstering Home Furniture**
*by B. R. Pope*
**$3.75**

**Fundamentals of Soft Soldering**
*by Charles Yerkow*
**$2.25**

**Your Bicycle**
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*by W. W. Klenke*
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**THE MANUAL ARTS PRESS**
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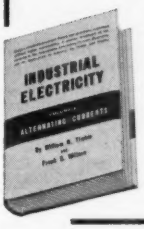


**FAMILY HOUSING**
by
CARTER & HINCHCLIFF
May 265 pages $3.00
*Approval copies obtainable*

**John Wiley & Sons, Inc.**
440 Fourth Avenue
New York 16, N. Y.


*Beauty Culture, Its Science and Practice,* by Josephine Cherioli. The Bruce Publishing Company, Milwaukee, Wisconsin, 1949. 305 pages, $3.00.

The purpose of this book is to provide a handy source of information on all phases of beauty service with various methods for each procedure clearly explained.

### INDUSTRIAL ARTS

*Upholstering Home Furniture,* by Blanche Romick Pope. The Manual Arts Press, Peoria 3, Illinois, 1949. 303 pages, $3.75. Illustrated.

Because of the great number of details covered on practically all problems of upholstery, the popular project plan of instruction is followed throughout this book which is authored by an experienced teacher of a class in upholstery.

*Mechanical Drawing Achievement Inventories,* by Allison and Allison. The Goodheart-Willcox Company, Chicago, Illinois, 1948. 50 pages, $1.00.

These inventories present a new approach to the teaching of drafting. They furnish the drafting teacher with a short method or technique of teaching the technical information in the subject content of drawing and at the same time the student develops a self-made handbook for use in the further study of drafting. They also provide an excellent means of integrating shop fundamentals with drafting. Through these inventories the student may evaluate his knowledge of basic drafting principles.—*A. A. Vezzani, Lecturer in Vocational Education, University of Michigan.*

*Creative Illustration,* by Andrew Loomis. Color Helm, Inc., 201 E. Ridgewood Ave., Ridgewood, N. J., 1948. 306 pages, illustrated. $10.00.


*American economic, social, and educational philosophy translated into practical educational organization and administration.*

**VOCATIONAL EDUCATION IN A DEMOCRACY**

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**Chas. A. Prosser**
Director, Dunwoody Institute
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***and***

**Thos. H. Quigley**
Head, Industrial Education Dept.
Georgia School of Technology

The previous edition of this book has made its mark. The basic soundness of its philosophy has been a potent influence in the progress of vocational education.
This new edition appears to be destined for the same signal service to vocational education. It is distinctive in that it is profound yet easily read. Its educational philosophy is in harmony with American thought; its economic philosophy is derived from those practices that have made America great; its social philosophy is that of American industrial society; and it translates these into practical educational administration and organization that is making—and will continue to make—democracy live.

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## BOOKS AND BULLETINS

(*Continued from page 27*)

Written especially for those wanting to break into the field of illustration, this book contains chapters on the function of line, the properties of tone and technique in tonal mediums, lessons in color and contrast and in arranging picture-messages.

### DISTRIBUTIVE

*Training Commercial Salesmen, Training Retail Salespeople,* compiled by L. W. Cain, Inquiry Reference Section, Office of Domestic Commerce, U. S. Department of Commerce, Washington 25, D. C., 1949.

These paper-covered pamphlets are excellent bibliographies for basic information sources in distributive education. The sources listed include government publications, general books, periodicals, and associations publishing material of interest.

### AGRICULTURE

#### Everyday Farm Laws

Vocational agriculture teachers, administrators and students will be particularly interested in a recent publication "Everyday Farm Laws," which was published January 1, 1949 by the Interstate, Danville, Ill. Presented in two parts, the book discusses general farm laws in Part I, while Part II is a discussion of State Agricultural Legislation. Designed for use by everyday farmers for meeting situations where a basic knowledge of law is needed, the book is written in a practical manner and in simple, easy-to-understand language which will do much to aid farmers in securing the benefits of existing laws and court decisions as well as helping them to decide when to employ a lawyer in particular cases. "Everyday Farm Laws" contains 272 pages and may be obtained directly from The Interstate, Printers and Publishers, Danville, Ill., at the list price of $2.75.

#### Farm Electricity

The number of farms in the country now being served by electric power has jumped almost 25 per cent in the last three years, according to A. H. Hemker, manager of the General Electric Company's Farm Industry Division. Pointing out that about 74 per cent of the 5,750,000 farms in the United States now use electricity, Mr. Hemker states that the increasing use of ultrasonics, new applications of infrared rays, and the creation of new measuring instruments for research in agricultural engineering are pointing the way to significant developments and more use of electricity on the farm.

* * *

As of January 1, 1949, 14,152 trainees were enrolled in the institutional on-farm training program in 225 departments of vocational agriculture in the State of Kentucky.

* * *

Harold G. Wilson, Director, Trade and Industrial and Distributive Education, Kentucky State Department of Education, Division of Vocational Education, has announced that the first issue of "Vocational School News" has been distributed.

## Back to School for Foreman Training

A unique plan for training future foremen which promises to attract attention in the field of industrial education has been developed by the Spicer Manufacturing Division of Dana Corporation, Toledo, Ohio.

Under the plan, fifteen employees of the factory left their accustomed tasks at bench, lathe and machine to become special students at the University of Toledo in the newly inaugurated Spicer Industrial Supervision Institute. One full semester of theoretical training at the University will be followed by a period of approximately nine months of training in the Spicer plant under supervision and guidance of present foremen.

Those participating in the plan will remain on the Spicer payroll during the entire period of the course. Their tuition, books and other expenses will be paid by the company. After completion of the course, those who have made satisfactory progress will be appointed assistant foremen.

The University course will be a full-time activity in which the candidates will be schooled in English, public speaking, production organization, psychology, and economics. During the school period, the employees will report for classes at the University. They will not be required to perform any work at the plant.

Details of the plan are the result of careful study by the management of the Toledo plant in cooperation with the president and faculty of Toledo University.

### PERSONNEL MANAGEMENT SEMINAR

Dean M. P. Catherwood of the New York State School of Industrial and Labor Relations at Cornell University, Ithaca, New York, has announced the establishment of a special summer seminar in Personnel Management as a result of requests from various representatives of business and industry. The seminar is under the direction of Professor Earl Brooks, Secretary of the School and Professor in charge of Personnel Management. Enrollment in the seminar will be limited to persons who are engaged in, or who are about to be assigned to personnel or industrial relations work.

### PRE-SERVICE VOCATIONAL TEACHER CURRICULUM

The first pre-service vocational industrial teacher education curriculum in a Michigan state teacher training institution was inaugurated at Western Michigan College, Kalamazoo, Michigan, this semester. A unique feature of this course of instruction is a cooperative arrangement with industry, business and the trades. Thirteen semester hours of work on the campus are supplemented by actual on-the-job experience, for which wages and three semester hours of credit are granted. This new curriculum prepares students for a bachelor of science degree, a state secondary provisional certificate, and a vocational certificate.

•

The Metropolitan Vocational High School in New York City will establish a School of Performing Arts at Public School No. 67 after alterations are completed in this building, where facilities will accommodate 300 pupils. Vocational training will be provided for talented boys and girls in drama, music, radio broadcasting and dancing.

## Rita Van Horn Honored with AVA Life Membership

The Home Economics teachers and departments in the Central Region presented a Life Membership in the American Vocational Association to Miss Rua Van Horn, Program Specialist in Home Economics Education, U. S. Office of Education, for the Central Region. The presentation was made at the Central Regional Conference held in Chicago February 14th to 16th, 1949, in recognition of Miss Van Horn's outstanding contributions to the home economics education programs throughout the Central Region.

## Cooperative System of Education

Increasing demands of industry for efficiency in production and distribution can be met through the cooperative system of education, Dr. Raymond Walters, President, University of Cincinnati, Ohio, recently declared at the golden anniversary convocation of Northeastern University, Boston, Mass. The Cincinnati plan of cooperative technological education was founded in 1906 at the University of Cincinnati. It has since been adopted by other universities, including Northeastern.

"In the era to come with increasing demands for good labor relations," continued Dr. Walters, "the cooperative system can supply a source of capable executives in co-op graduates possessing understanding and capacity to deal with personnel."

The cooperative system, he explained, is an arrangement whereby students alternate periods of attendance at school or college with periods of employment in industry or business, such employment constituting a regular, continuing and essential element in the educational process.

It is the duty of educational institutions, he asserted, to help students develop critical judgment and reasoned faith. "Critical judgment," he added, "will put students on guard against the demagogue who rouses animosities of race or creed and sows seeds of hatred in our population. Such critical judgment will teach students to look for fallacies which lurk behind special pleading, whether reactionary or radical; it will inform them concerning the valid scope of social sciences; and it will caution them about applying physical measurements of the natural sciences in social sciences when these are not really on scientific planes."


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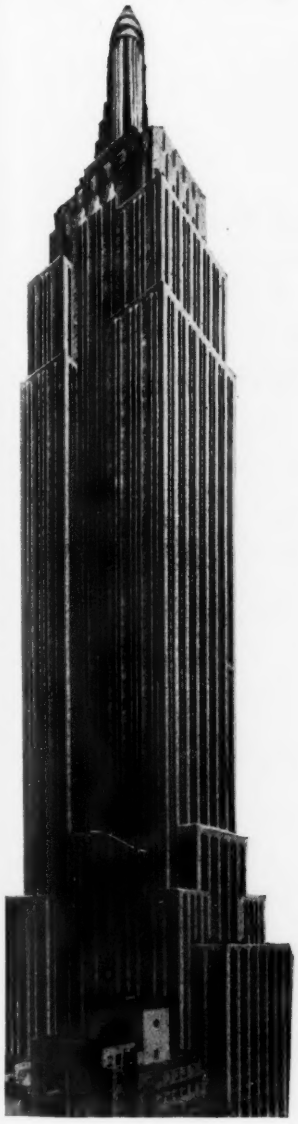

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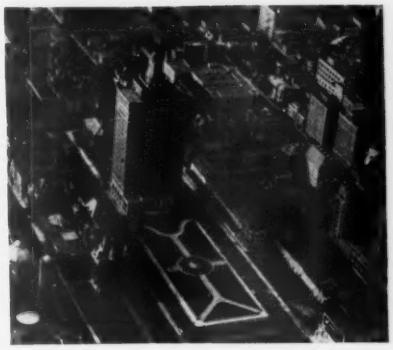

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| | With bath | $6.00 to $9.00 | $8.00 to $16.00 |
| Haddon Hall | With bath | $7.00 to $10.00 | $10.00 to $18.00 |
| **COOPERATING HOTELS—Area A:** | | | |
| Colton Manor | Without bath | $4.00 | $6.00 |
| | With bath | $5.00 to $9.00 | $7.00 to $12.00 |
| Lafayette | With bath | $5.00 and up | $7.00 and up |
| Seaside | With bath | | $7.00 to $10.00 |
| Senator | With bath | | $7.00 to $12.00 |
| Strand | With bath | $4.50 to $5.00 | $8.00 to $14.00 |
| **HEADQUARTERS HOTELS—Area B and C:** | | | |
| Traymore | With bath | $6.00 to $14.00 | $8.00 to $18.00 |
| Dennis ** | Without bath | $4.00 to $5.00 | $6.00 to $7.00 |
| | With bath | $6.00 to $7.00 | $9.00 to $14.00** |
| **COOPERATING HOTELS—Area B and C:** | | | |
| Boscobel | Without bath | $2.50 | $4.00 |
| | With bath | $4.00 | $5.50 to $6.00 |
| Crillon | With bath | | $7.00 to $9.00 |
| Eastbourne | Without bath | $3.50 | $6.00 |
| | With bath | $5.50 | $7.50 to $8.00 |
| Jefferson | With bath | $4.50 to $6.00 | $7.00 to $8.00 |
| Madison | With bath | $4.50 to $6.00 | $7.00 to $10.00 |
| Monticello | Without bath | $2.50 | $4.00 |
| | With bath | $4.00 | $5.50 to $6.00 |

*All rates given are European Plan.

**The Hotel Dennis has some combinations of two twin-bedded rooms with connecting bath for four persons @ $4.50 to $5.00 per person.

AMERICAN VOCATIONAL ASSOCIATION, INC.

# APPLICATION FOR HOTEL RESERVATIONS for the AVA CONVENTION at ATLANTIC CITY, N. J.

**DECEMBER 6 - DECEMBER 10, 1949**

*NOTE: Single rooms are limited in number. Please arrange to occupy twin-bedded rooms if possible.*

HOUSING SECRETARY
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Atlantic City, N. J.

HEADQUARTERS HOTELS FOR VARIOUS GROUPS ARE INDICATED ON PAGES 16 AND 17.

Please reserve the following accommodations: (See Chart on inside back cover for hotel locations)

*First Choice*
HOTEL .....

*Second Choice*
HOTEL .....

*Third Choice*
HOTEL .....

*Fourth Choice*
HOTEL .....

*Fifth Choice*
HOTEL .....

*Sixth Choice*
HOTEL .....

.....Room(s) and Parlor for.....person(s) Rate $.....

.....Combination (2 rooms with one bath) for.....person(s) Rate $..... to $..... per room

.....Room(s) without bath for.....person(s) Rate $..... to ..... per room

.....Room(s) with bath for.....person(s) Rate $..... to ..... per room

Arriving Atlantic City (date)....., hour.....A.M. P.M. Leaving.....

I expect to be accompanied by: .....

I plan to room with: ..... or .....

NAME .....

TITLE or POSITION .....

STREET ADDRESS .....

CITY ..... ZONE ..... STATE .....

*NOTE: You will receive confirmation direct from the hotel accepting the reservation when made.*

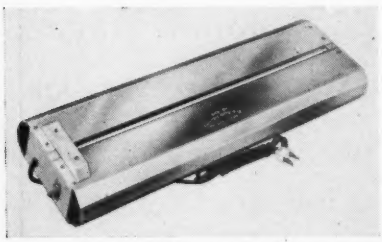
# News from Industry

***As a service to our readers we present news of equipment, gadgets, catalogs and materials of interest to vocational educators.***

AUDIO DEVELOPMENT CORP.

**The Group Hearing Aid Table at the Jefferson Deaf School, St. Paul, Minn.**

The **AUDIO DEVELOPMENT COMPANY** of Minneapolis has developed a new "Group hearing aid training table" for use in classrooms for deaf and hard-of-hearing students. The Deaf Department of the Jefferson School, St. Paul, Minnesota, has put one of the training tables to use in special classes. Equipped with dual ear controls, radio receiver, a two-speed turntable, play-back feature, and microphones, the table makes it possible for deaf children to acquire correct speech, lip reading, and language development.



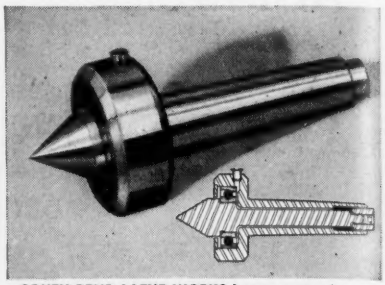
**THE ELECTRIC HOTPACK COMPANY,** 5073 Cottman Ave., Philadelphia 35, Pa., has brought out the "Hotpack Plastiheeter," a commercial type strip heater designed to heat sheets of Plexiglass or Lucite until it becomes soft and pliable for shaping to the form desired. It is essentially used for straight line bends or folds and is capable of heating sheet material up to ½" thickness in from 30 seconds to 2 minutes depending on the thickness of the material. As the material does not come into contact with the heating element and the platen remains cool, there is no possibility of creating mark-off on the sheet.

In announcing a new portable utility lamp, The **POMPTON MANUFACTURING COMPANY,** Pompton Plains, New Jersey, states that it is an adaptation of the original portable unit on a standard now extensively used in automotive shops. The new product is equipped with a spring clamp provided with rubber insulated grips that can be clamped on any projection. It enables the user to spot the light exactly where it is most useful in his work, whether it is under the hood of an automobile or inside a machine in a factory.

A new, lightweight universal transcription player, having a portibility of ten pounds and delivering high quality sound reproduction from all three types of recordings, standard and long playing micro-groove records as well as transcriptions, has been perfected by the **CALIFONE CORP.,** 1041 N. Sycamore St., Hollywood, Calif.

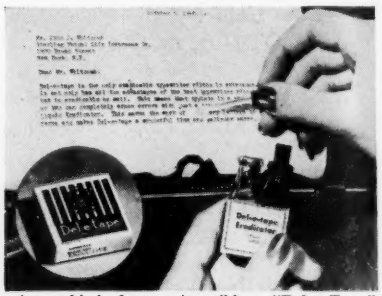
The unit has a wrist-action pickup arm having two needles on a reversible head, which assures proper needle point and needle pressure for either long playing micro-groove or regular recordings and transcriptions. The complete player, which also includes a high quality amplifier and permanent magnet speaker, provides a system with power adequate to comfortably handle an audience of up to 250 people. The speaker with extension cord can be positioned in room for best results. The entire unit is housed in a hardwood carrying case with reinforced corners and a washable leather coating.

The producers of Radiant Projection Screens have announced the completion of a new Directory of Film Sources, listing hundreds of individual basic sources of 16mm films. Sources supplying nearly every conceivable type of film are listed; these are divided into five major classifications: Films of General Interest, Films of Special Interest, Educational Films, Religious Films and Entertainment Films. For the convenience of those interested only in films available on free loan, all those sources offering films on this basis are repeated in a separate section of the directory. Copies are available from Radiant dealers everywhere at only 25¢ each, or write to **RADIANT MANUFACTURING CORP.,** Chicago 8, Ill.



**SOUTH BEND LATHE WORKS** has announced a new ball-bearing live center for lathes, designed to provide the strength and rigidity required for heavy roughing cuts, and the accuracy for fine work and high speeds. The revolving center is made from electric furnace tool steel heat treated to a hardness of 61 to 65 Rockwell C. The center point shaft extends through the taper shank and is supported by bearings at both ends. A specially designed precision ball bearing carries both radial and thrust loads, and center point whip is eliminated by a rear pilot bearing. All parts are interchangeable and replaceable.

This live center is available in two sizes; the smaller having a No. 2 Morse Taper shank and the larger a No. 3 Morse Taper shank. Further information and prices of this popular priced live center may be obtained from the manufacturer, the South Bend Lathe Works, 176 East Madison Street, South Bend 22, Indiana.

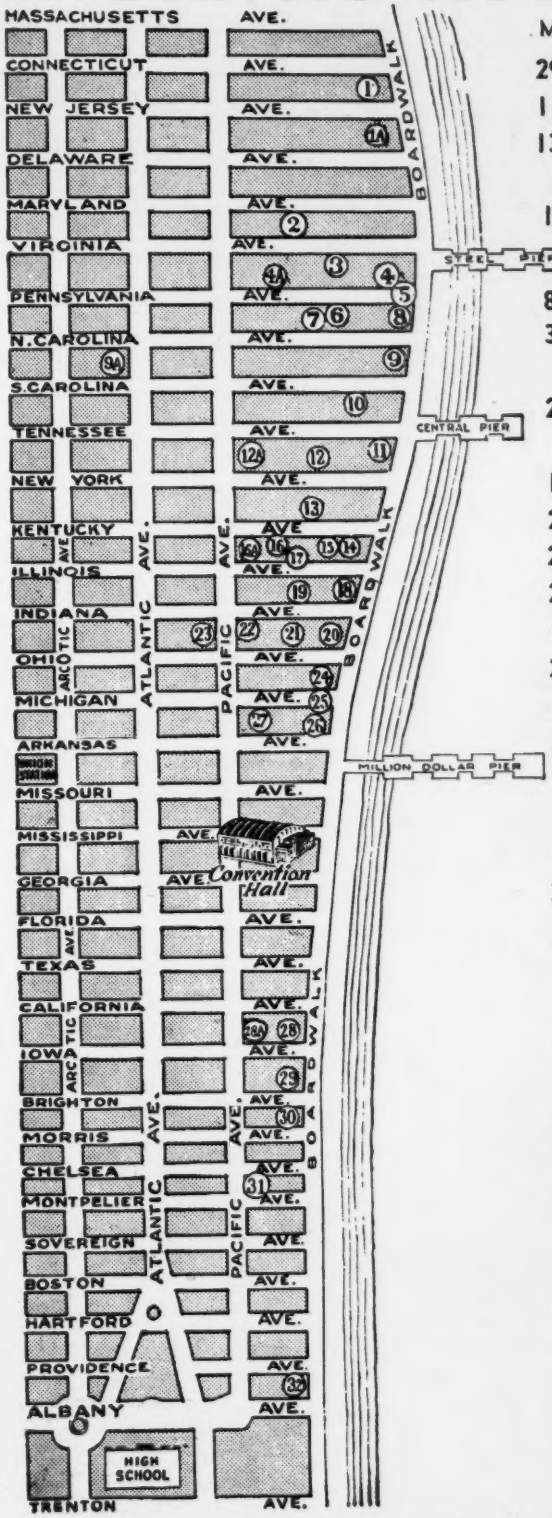



A new kind of typewriter ribbon, "Del-e-Tape," makes it possible to turn out perfectly typed letters and forms of all kinds. Typing errors may be made to vanish completely with the use of a liquid eradicator. When a change is necessary, a word or a whole sentence can be made to disappear by painting away the words with just a touch of "Del-e-Tape Eradicator." The ribbons are permanent in type and cost no more than ordinary good typewriter ribbons. Available in black, black and red and blue for all standard makes of typewriters and electric typewriters as well, they are available from **AETNA PRODUCTS CO.,** 202 East 44th St., New York City.

# AVA CONVENTION

**DECEMBER 6–DECEMBER 10**

## ATLANTIC CITY

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# INSIDE STORY OF THE ROLLED BALE

You simply unroll it and there it is . . . a thick, soft, leafy carpet of hay. The leaves are still on the stems. The natural protein and color are still there. Livestock show a preference immediately.

Roto-Baling is the new art of packaging hay or straw. The farmer pictured at left is showing how it is properly done. Wide *double* windrows cure fast and make the best rolled bales. (And you travel only ½ as far per bale.)

The ONE MAN ROTO-BALER, for the first time, makes possible home ownership of your own machine. You can save your crop the hour it is ready. Once hay is in the rolled bale you can breathe easy, *for it sheds rain like a thatched roof.*

If you would like more information about this new bale your Allis-Chalmers dealer will be glad to talk with you about it.

★ **Double windrows are easily made by reversing direction of raking.**

Ideal for the job is the new POWER DRIVEN air-tired Allis-Chalmers Side Delivery Rake and Tedder, with selective reel speeds. It steers true, makes straight, airy windrows.

**ALLIS-CHALMERS**
**TRACTOR DIVISION MILWAUKEE 1, U. S. A.**